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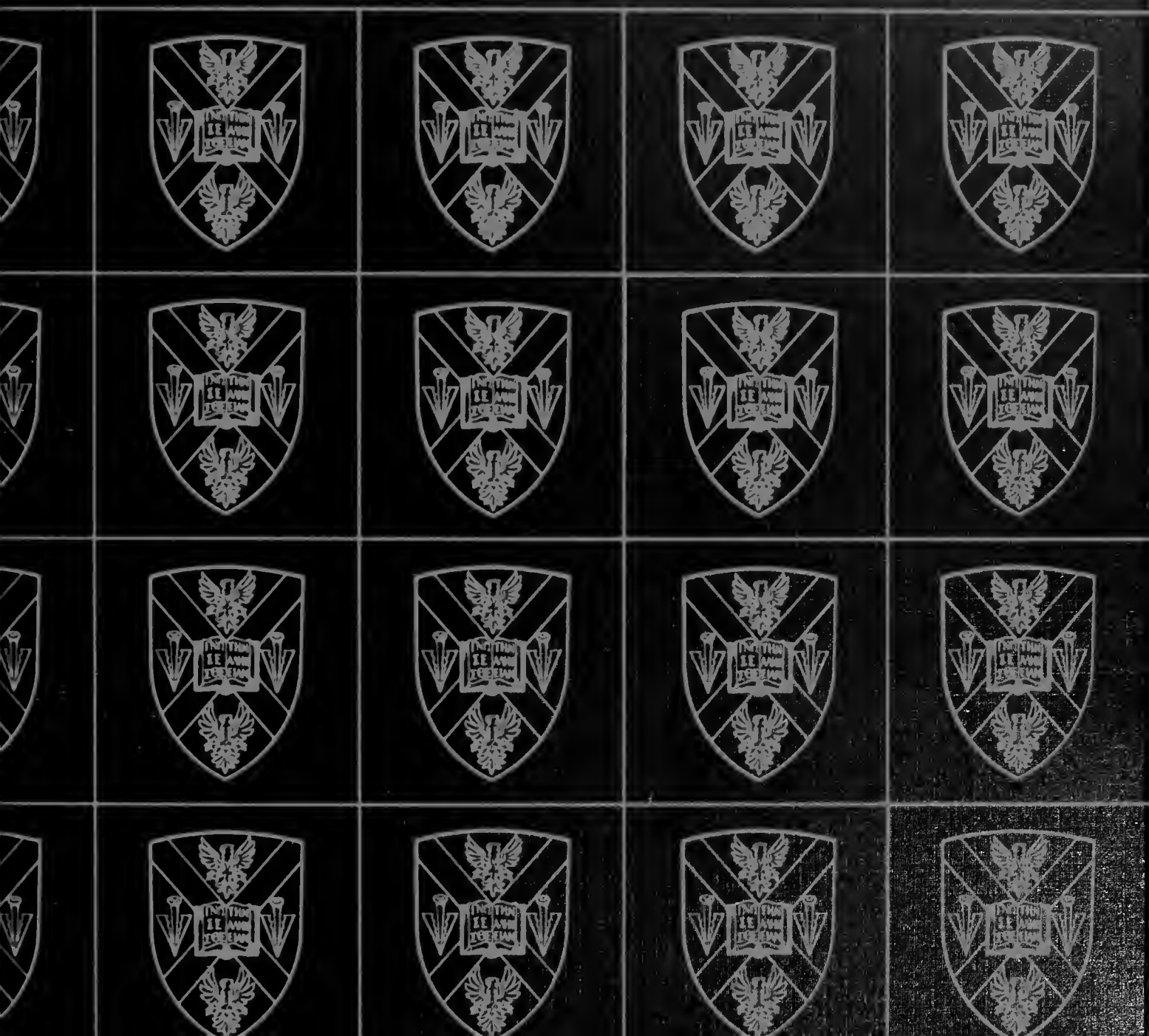
THE *Record*

of
HAMPDEN-SYDNEY COLLEGE IN VIRGINIA



THE *Record*

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ON THE COVER: On October 19, 1976 Hampden-Sydney became one of only three colleges or universities in the United States to be presented with an authentic coat of arms devised by the College of Arms in London. Her Majesty's Richmond Herald of Arms, John P. Brooke-Little, presented the Letters Patent devising arms to the president and trustees of the College in ceremonies on the evening of the 19th. For more on the coat of arms, see Page 4.

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MARTIN M. SHERROD, '76, Editor

On the Hill

The Office of the Dean of Students announced in October the nomination of sixteen Hampden-Sydney seniors for inclusion in the 1977 edition of *Who's Who Among Students in American Colleges and Universities.* The honored students are: Stephen Earl Baril of Richmond, Virginia; Joseph Wolfe Bear, III, Roanoke, Virginia; John Robert Clark, III, Chevy Chase, Maryland; Arthur Linden Coleman, Dublin, Virginia; Randall William Evans, Atlanta, Georgia; Gregory Franklin Holland, Windsor, Virginia; Joseph Lawton King, Louisville, Kentucky; Larry Paul Levin, Roanoke, Virginia; Gary Lee Lumsden, Roanoke, Virginia; Robert David Parsons, Brentwood, Tennessee; Oden Kenneth Semones, Jr., Leesburg, Virginia; Brett Raiford Smith, Lynchburg, Virginia; Frederick Louis Troxel, Winchester, Virginia; Michael Duane Ward, Chesapeake, Virginia; and James William Watson, Jr., Farmville, Virginia.

James O. Beckner, II, Acting Director of Counseling and Career Planning at the College, released the placement profile for the class of 1976 in early October. Beckner received responses to questionnaires mailed over the course of the past summer from 108 out of a class of 172. Results show an increase of twenty men attending graduate and professional schools over comparable figures for the class of 1975. In 1976 four more men entered medical school, twelve more entered law school, and four more are enrolled in an M.B.A. program.

Four Hampden-Sydney men were featured in Southside Virginia Community College's production of *Carousel* in mid-November. Senior William C. Ferguson played the leading role of Billy Bigelow, the carnival barker; W. Allan Overton played both the roles of Starkeeper and Dr. Seldon; F. Jefferson James played the boatswain; and Willoughby S. Hundley, III portrayed the first policeman.

Dr. Paul A. Jagasich, an assistant professor of modern languages, has had a busy fall. Jagasich held a solo recital for cello in College Church on September 28th and attended the Fifteenth Annual Modern Foreign Language Conference along with Dr. Joseph W. Whitted, a fellow member of the modern languages department, on October 1st and 2nd. Jagasich also presented a paper at the twenty-sixth annual Mountain Interstate Foreign Language Conference on October 16th. His topic was: "Why Should Romanian be Called a Major Romance Tongue?"

According to figures released by the Admissions Department in September, 166 prospective freshmen declined the College's offer of admission for the 1976-77 academic session in favor of another college or university. The four institutions most directly in competition with Hampden-Sydney were the University of Virginia, Washington and Lee University, V.P.I., and the University of Richmond. 56 of the 166 who declined the College's offer of admission responded to questionnaires mailed by the Admissions Department. 32% of the 56 respondents indicated that they chose not to attend Hampden-Sydney because they preferred a coeducational institution. A larger or more urban school was preferred by 30% and 20% indicated that the College did not offer their projected academic major. Hampden-Sydney was too expensive for 16%, student housing was not adequate for 15%, and the athletic program and facilities were not up to par for 9%.

Fourteen of the sixteen seniors nominated to Who's Who *grace the front steps of Middlecourt. From left to right are: 1st row—Messrs. Bear and Holland; 2nd row—Ward, Semones, and Clark; 3rd row—Watson, Troxel, and Coleman; 4th row—Smith, Levin, and Parsons; 5th row—Baril, Evans, and Belcher. Not pictured are Messrs. King and Lumsden.*

A new control board has been presented to WWHS-FM courtesy of Mr. Raymond B. Bottom, Jr., '51, vice president of radio station WGH in Norfolk, Virginia, and a member of the College's Board of Trustees. The board features an 8-channel Gates console and a Viking tape deck. Also equipped with one turntable, one cartridge player-recorder, and two tape decks, the new board is being used in conjunction with already existing equipment to improve broadcast quality. The console will be used primarily for production and on-the-air shows. It also, for the first time, allows the station to carry on production work while on the air.

Two *Tiger* staffers have received honorable mention in the 1976 Society for Collegiate Journalists/Publications Contest. Robert R. Henry, IV, presently *The Tiger's* feature editor, was cited for two articles: "The Quality of Life at Hampden-Sydney" and "Students Get Their Chance at Drew's Memoranda." Vincent L. Silvestri was honored for his feature article "Langhorne Valued His Honor." All three articles appeared in *The Tiger* this past spring.

Articles on the College appeared in a number of national and local publications this fall. The September edition of Colonial Heritage, *a national bicentennial newspaper, featured a two-page feature article on the history of Hampden-Sydney. The October 11th edition of* Sports Illustrated *included an article in the "Scorecard" section on the football game between Hampden-Sydney and Madison, and the particular problems encountered by a small college when a national television network visits. The October 25th edition of* The Chronicle of Higher Education *carried a similar article. The September-October edition of* Lynchburg Magazine *carried yet another article on the College's long and distinguished history.*

Dr. Tully H. Turney, professor of biology at the College, was one of only thirty participants in a fall workshop for college professors teaching undergraduate courses in bioethics held at Drew University on October 22nd and 23rd. The workshop was sponsored by the National Center for Bioethics and costs were underwritten in part by a grant from the Sandoz Foundation, Inc.

William H. Bandy, a senior from Hampton, Virginia, was one of eleven college seniors selected to attend the Virginia-Maryland Bankers School recently. The program was sponsored by the Virginia Bankers Association and was held on the campus of the University of Virginia.

The College's soccer team closed out their 1976 season with a narrow 3-2 loss to arch-rival and nationally ranked Randolph-Macon College. Despite the loss to Macon the booters enjoyed the most successful season in Hampden-Sydney's short soccer history, closing out the year with a 7-5-2 record. The team is coached by Dr. James Y. Simms, an associate professor of history.

Mr. Tucker Keiser was appointed director of the Hampden-Sydney Glee Club in mid-September, according to an announcement by Dr. Reveley. The Glee Club is being accompanied by Dr. Robert Blasch who is chairman of the Longwood College piano department. The Club joined with the Randolph-Macon Women's College Glee Club for the traditional Christmas concert in College Church on Sunday, December 5th.

Dr. W. Taylor Reveley delivered the sermon at Evensong on October 10th at the Washington Cathedral and senior John R. Clark, III read the First Lesson. Both were on hand for the presentation of a High Altar Frontal to the Cathedral by Dr. George P. Smith, II, a friend of the College and a member of the faculty of the Yale University School of Law. The seal of the College is woven on the frontal.

Participants in the frontal dedication included (left to right):Hampden Sydney student John R. Clark, III, Dr. George P. Smith, II, Dr. Reveley and Dean Francis B. Sayre, Jr.

Parents' Council Accepts Morgan Trust Challenge

Artist's rendition of north wing and ground floor entrance.

The Marietta M. and Samuel T. Morgan, Jr. Trust of Richmond, Virginia has issued a $25,000 challenge grant to the Parents' Council of Hampden-Sydney College, according to Frank B. Hand, Jr., a Berryville, Virginia lawyer and chairman of the Council. The provisions of the grant stipulate that the parents or relatives of current or former Hampden-Sydney students must match the grant 3-to-1 and that the funds must be expended in the conversion of historic Graham Hall to a center for student activities. The Parents' Council, a steering body composed of eleven parents of students, has opted to raise $76,000, in commemoration of the College's founding in 1776, instead of the $75,000 called for by the challenge. The grant must be matched by the end of the fiscal year, June 30, 1977. Pledges will be included toward the $75,000, and may be paid over a period of two fiscal years (by June 30, 1978). Others whose donations count toward the 75,000 include anyone who gives to the project as a direct result of the challenge. In addition to the Parents' Council drive, the Board of Trustees at its fall meeting on October 22nd and 23rd made the Graham Hall conversion project the College's top capital priority and pledged to give or raise at least one-third of the total construction costs.

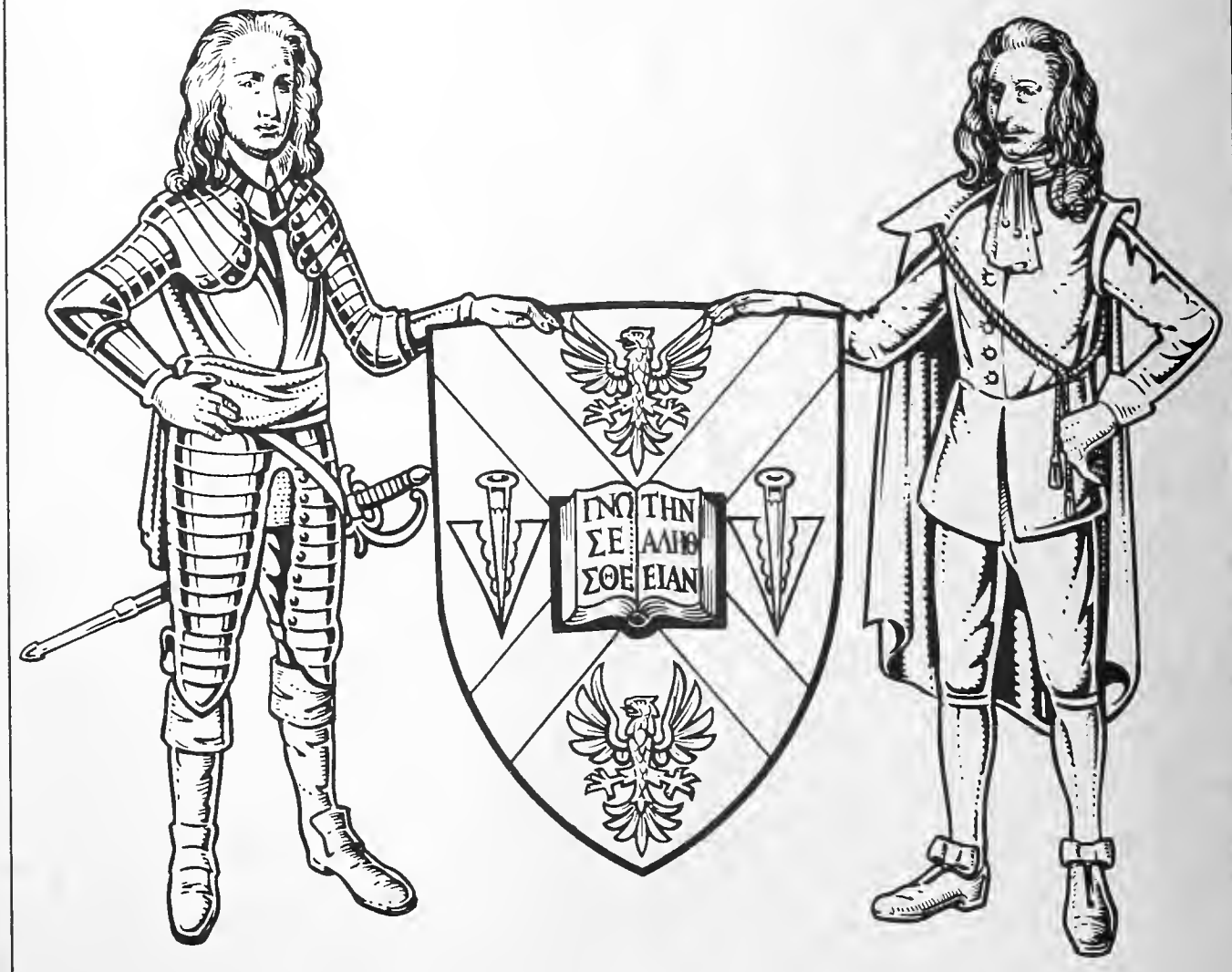
When matched, the Morgan Trust grant will fund two of the nine stages of the Graham Hall conversion project. Completion of the project will allow for the consolidation of a number of student-related organizations and agencies in a single building.

Similar to many other buildings on the 200 year-old campus, Graham Hall has served a variety of purposes during the past century and even before. Following the completion of a portion of Cushing Hall, the oldest four-story dormitory still in use as such in America in 1823, the Board of Trustees approved construction of a home for the president. Now the front section of Graham Hall, the president's home was completed in 1833. An extended addition was built in 1916 and served as a gymnasium until 1941, when the present gymnasium was completed. Since then, Graham Hall has been used primarily as a residence hall for students, with a portion serving as an alumni hall and office through the 1950's. When the conversion is completed the building will house the Post Office, snack bar, bookstore, Student Government offices, TV lounges, recreation and game areas, conference rooms, and student publication offices.

"This challenge is an exciting opportunity for two reasons," commented Mr. Hand, "First, when matched, the challenge will allow us to take a concrete step toward the conversion, and secondly it will demonstrate an enormous parental support of the College."

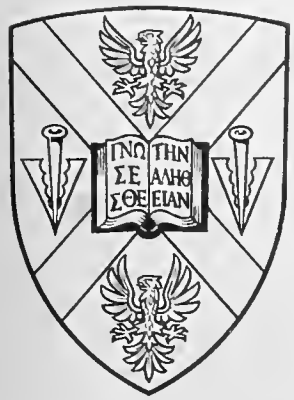
As The Record *went to press, the Parents' Council Challenge Fund stood at over $35,000 in donations and pledges.*

"Be it resolved that on this date, October 23, 1976, the Board of Trustees of Hampden-Sydney College in Virginia, in plenary session gathered, does formally and unanimously declare that the renovations of Graham Hall as a Student Activities Center shall be the first priority in meeting the College's building and facility needs, and that we shall lend all of our efforts toward seeing to it that this facility is funded and completed as rapidly as possible."



The Complete Achievement Of Arms

College Receives Coat of Arms



The Coat Of Arms

The Badge

In the Fall of 1974, an unusually generous and imaginative friend of the College made an intriguing offer. This friend, an accomplished student of heraldry, proposed to sponsor—and underwrite the considerable expense of—the process of having the College of Arms, an office of the Royal Household and the only secular authority in the world (there is a corresponding office in the Vatican) empowered to assign coats of arms and other heraldic devices, devise for Hampden-Sydney what is in heraldic technical parlance called "an achievement of arms."

An "achievement of arms" is a set of heraldic devices uniquely assigned to the recipient. In Hampden-Sydney's case, which is typical of what is done for academic institutions, we would have: (a) a Coat of Arms (i.e., the familiar shield adorned with significant designs); (b) Supporters (i.e., figures on each side holding the coat of arms between them—in this instance two men suspiciously resembling John Hampden and Algernon Sydney, though the rules of heraldry do not permit the use of actual persons as supporters); and (c) a Badge, consisting of some unique device, which can be used far more liberally and informally than the coat of arms. Hampden-Sydney, as is customary with colleges and universities, would not have a crest atop its coat of arms. An heraldic Banner, combining the Coat of Arms and the Badge, would also be assigned to us.

Campus-wide interest was generated when Mr. John P. Brooke-Little, Her Majesty's Richmond Herald of Arms (and thus one of six members of the second echelon of the College of Arms, of which the three Kings of Arms are the senior, and the four Pursuivants, the junior, members; the Duke of Norfolk, Hereditary Earl Marshal of England, is the ultimate authority), visited the campus and lectured on heraldry. Mr. Brooke-Little's lecture was an unsettlingly informative one for most in the audience, since most Americans are accustomed to thinking of heraldry as a quaint relic of a dim—if quite romantic—past, which is conveniently resurrected by mailing $14.95 (or some such price) and your last name to some firm in, say, Snob's Folly, Michigan, as advertised in the Sunday newspaper's magazine supplement. This firm will then cheerfully send you a reproduction of "your" coat of arms—and, presto! evidence of your "noble" ancestry is there on the wall for everyone to see. Of this and other misconceptions Mr. Brooke-Little gently, delightfully, but firmly relieved us.

At Dr. Reveley's request, Professor John L. Brinkley, class of 1959, undertook to study up heraldry and become the College's liaison officer with Mr. Brooke-Little and the College of Arms. Professor Brinkley and Mr. Brooke-Little agreed at once that it would be most appropriate for Hampden-Sydney not only to stay within the traditional inventory of symbols (or "devices") of British heraldry, but also to adopt symbols and colors from the arms of John Hampden and Algernon Sydney. In addition, certain devices peculiar to Hampden-Sydney would be used in order to make the whole achievement unique to the College, scrupulously observing all the rules and usages of British heraldry.

The College of Arms issues with each grant of an achievement of arms a legal document, or Letters Patent, under royal authority, which describes in the

highly technical language of heraldry the designs of the components of the "achievement," and which certifies the authenticity of the designs *as well as the privileged right of the recipient to display and use* his "armorial ensigns": this is one point at which the mail-order "heraldry companies" find themselves severely embarrassed. The recipient of the achievement, and thus of the Letters Patent, has the option of having the document drawn up in English, French, or Latin. Professor Brinkley, on behalf of Hampden-Sydney, naturally opted for Latin—and was promptly informed that the College of Arms would assign him partial responsibility for composing the text. Fortunately, Mr. Michael Maclagan, a mediaeval history don at Professor Brinkley's second *alma mater*, Trinity College, Oxford, is an expert at heraldry and heraldic Latin (which is unlike anything Cicero ever encountered or uttered), and he generously collaborated in producing the text, which in first draft showed a distinctly puckish Tory bias: e.g., Virginia was referred to as a *provincia* and Governor Godwin was styled a *proconsul;* but we were not amused, and these tendentious designations were firmly corrected to *res publica* and *rector*, respectively. The resultant document is a splendid thing, about 30" x 30", done up on vellum, with paintings of our coat of arms, supporters and badge, the seals and signatures of the Kings of Arms, paintings of the coats of arms of the Kings of Arms, and the text handsomely lettered (or "engrossed") in Foundational hand—but with two scribal errors—all surrounded by an ornamental border painted in real gold. The document, in a specially sealed frame, will hang in the Museum. An authenticated painting (also on vellum) of the complete achievement but without text, will, similarly preserved, be hung in the President's Office.

A simplified description, not in the formal heraldic language of "blazon" (even in "English" it is highly arcane) follows. At the center of the shield is an open Bible with the Greek words from St. John's Gospel, 8:32 meaning "Ye shall know the truth." On either side, representing the Sydney arms, is a trapezoidal section containing a blue pheon (a mediaeval missile resembling a "broad arrow") on a gold background; above and below the Bible, representing Hampden, is a trapezoidal section containing a "displayed" (i.e., "spread-eagle") blue eagle, facing left, on a silver background; separating the four trapezoidal sections is a red St. Andrew's cross (or "saltire"). The Badge consists of the open Bible, inscribed as above, with two crossed batons, topped with red Liberty Caps, behind it. The batons and Liberty Caps are Roman symbols of manumission and are only incidentally reminiscent of the French Revolution.

The Presentation of the Arms was conducted on 19 October (Yorktown Day) in the Johns Auditorium. Mr. S. Douglas Fleet, Chairman of the Board of Trustees, accepted the Letters Patent for the College; his remarks are reprinted herewith. Professor Brinkley gave opening remarks, entitled "Heroes, Names, and Symbols," which are also reprinted. For the Presentation Mr. Brooke-Little was resplendent in his tabard, the ceremonial tunic of his office, which is normally worn only in the presence of the sovereign. In honor of the Bicentennial, the Queen authorized Mr. Brooke-Little to wear his court uniform, including tabard, on several occasions in America, of which Hampden-Sydney's Presentation was the seventh and last. William and Mary is the only other college in Virginia to have an authentic coat of arms, and theirs was granted in 1693.

The coat of arms will not in any way replace the seal of the College, but will be used in various official contexts; the Badge will be used "semi-officially." Professor Brinkley will continue as the "Hampden-Sydney Herald" to be custodian of the College heraldry and the protocol connected with its usage; he will gladly receive any enquiries about the Arms and their use.

Mr. Fleet's Acceptance Remarks

Mr. Brooke-Little, I am especially pleased and honored this evening to accept this Devisal of Arms on behalf of the President, the Board of Trustees, and the entire academic community making up Hampden-Sydney College.

For many institutions, but particularly for colleges, symbols are important. One has only to watch the faculty marching in full academic regalia at Commencement and other special events to discern quickly that the gowns and hoods they wear are symbolic not only of the degrees held and the learned institutions where they were earned, but also of the years of study and research that made possible the wearing of these vestments.

Symbols are important, too, because of their link with the past. They give a sense of permanence and continuity to human endeavors—whether they are academic in Nature or symbolic of home and family.

At Hampden-Sydney, because this college predates the Revolution and because of the generations of men who have been educated at this distinguished institution, we are tremendously proud to add this particular symbol—a coat of arms—to the fabric of our educational coats. This is not a school wedded only to the past. It has a tremendous future before it: a creative and energetic faculty, a

devoted and eager corps of administrators, and a body of trustees receptive to new ideas and who are determined to secure our future as a front-rank college of liberal learning.

Accordingly I like to think that this coat of arms—awarded to Hampden-Sydney by the College of Arms—is in actuality a link between all that is best in our past and the exciting life of learning which lies before us.

And so I thank you and your colleagues for this devisal of arms, the Letters Patent of which will hang in a place of honor for all to see.

Heroes, Names, and Symbols

by John L. Brinkley

The event which we are assembled to witness this evening well illustrates the truth of Emerson's line, "We *are* symbols and we *inhabit* symbols." Each of us has surely had his private thoughts that confute the cynic who sees only the irony, and not the compelling symbolism of the welcome visit in this, our nation's Bicentennial year, of the sovereign of Great Britain to our nation's capital—and to this Commonwealth, and now of an officer of Her Royal Household to this campus on, of all days, 19 October, the 195th anniversary of the Lord Cornwallis's surrender at Yorktown. It is reported that King George III, upon hearing of the surrender exclaimed, "My God! Lord God! *It's all over*"—an altogether pardonable overstatement of the result of what *we* can choose to regard as an unfortunate, if inevitable, family squabble. After the manner of such things, the passage of generations has made a difference.

The unique—perhaps awkwardly ambivalent—role of Hampden-Sydney College as a symbol of the abiding, essential unity of the English-Speaking Peoples is sadly unappreciated, and has been even wilfully disregarded. Here is the symbolic bridge: the Revolutionary College, the College of Henry and Madison, of Morton and Venable—the first college established under the independent governments of Virginia and of the United States, whose charter explicity requires that

> "In order to preserve in the minds of the Students that Sacred Love and Attachment which they should bear to the principles of the present Glorious Revolution,. . . no Professor or master shall be elected unless the uniform tenor of his conduct manifests to the world his sincere affection for the liberty and independence of the United States of America."

Highly significant is the phrase *present* Glorious Revolution, a reference which invited comparison to the English Glorious Revolution of 1688-89 but which is ignored by most modern readers who show that they miss the point by giving primary stress to *Glorious* rather than to *present*.

And so there is the other side of the bridge. Here is the last college founded before the actual Declaration of Independence, the college whose origins go back in fact to 1772, and thus technically and legally the last college founded under the Crown. And of course it is this side of the bridge which brings us here this evening. For this is the college whose founders saw in British constitutional history two heroes whose lives and thoughts had contributed so much to the evolution of Anglo-Saxon democracy as an ideal and as an institution. The Founders' choice of a name for the College did not mystify anyone. The names Hampden and Sydney were familiar; for John Hampden and Algernon Sydney, heroes of the troubles of the seventeenth century, were commonly invoked (and usually together) during those of the eighteenth. A privateer commissioned by the Continental Congress was named for them. But our Founders saw in these heroes more than appropriate eponyms for a ship, or a club, or whatever. They saw in them *examples*, examples of what they committed their college to: the formation "of good men and good citizens," as our first president so well put it..In Hampden and Sydney our founders fused for us a happy union of heroes, names and symbols.

In giving us the vocabulary which spells our identity, the Founders acknowledged the deeply rooted, ancestral heritage which determines our purpose. The record of the College over 200 years would surely not disappoint them; and, equally as surely, we are justified in seeking now to give testimony to our awareness of our roots—an awareness which is one of the surest signs of maturity. In doing so, we are enabled by the gracious gift of our anonymous benefactor to expand our range of symbolism into the generous idiom of British heraldry, by adopting graphic symbols from the heraldic ensigns of John Hampden and Algernon Sydney. Thus we freshly acknowledge both the commitment of our Founders and the vitality of the College within the heraldic legacy of the English-Speaking Peoples.

We are now enabled to transcend the limits of the parochial or the homegrown. Although this narrow sort of authenticity in symbolism has its welcome and obvious place, it has its pitfalls, even when it provides us with sobering lessons in the realities of life. For example, 100 or 75 or 50 years ago, the scotch-broom which distinguished the campus was part of everyone's symbolism of Hampden-Sydney; then a massive effort was launched in the 1940's to eradicate it. And of the great oaks, so much admired and envied, so richly symbolic of strength, progressively fewer remain each decade. Nature even thwarts us in our authentic symbolic colors: our garnet, born of pokeberry and the notorious despair of the scientific dye-and inkmakers is—alas!—not a legitimate color in British heraldry. And we shall not dwell on the curious phenomenon that our totem-animal, the Bengal tiger, which we so amicably share with a number of other institutions, was cheerfully selected several generations ago, despite the fact that, so far from being distinctive of us or familiar in Southside Virginia, it is not, nor has ever been, native to the New World. Nor yet shall we address our attention to the embarrassment caused by the Seal of the College, which is a tantalizing mystery in its symbolism by reason of historical accident. Nor again, do our recent exercises of ingenuity in logo-designing seem to have much claim on the gratitude of our posterity.

Surely, then, we are safer—as well as truer to our heritage in its broadest and deepest authenticity—by appealing to the timelessness of British heraldry. The vocabulary of its symbolism is rich, always fresh, infinitely adaptable, and peculiarly meaningful for us. It even has immediate links to us—for example our own Professor Robert Hubard, the fourth Robert Thruston Hubard to attend Hampden-Sydney, has Hampden blood in him.

We began the process which is consummated this evening some two years ago. We have had various luck in our communications with the ever generous, accommodating, and knowledgeable Mr. Brooke-Little—most of our correspondence back and forth reached its destination within 72 hours; however, one key item I sent him was mailed in May of 1975 and has not yet arrived. The process has been a most pleasant and highly instructive one for me, and I would like now to thank Dr. Reveley publicly for having honored me with the opportunity to participate in this enterprise, which in its result gives us the new—and yet very old—symbolism which links us through our name to our heroes, and through them yet more firmly to the bonds which unite those who share the proud and precious heritage of the English-Speaking Peoples.

John L. Brinkley, '59, is an associate professor of classical studies at Hampden-Sydney.

Around the World with "the Plant Man"

by Robert R. Henry, IV

Dr. Stanley R. Gemborys is a man surrounded by his occupation. When he sits in his office in the Hampden-Sydney Science Center, his desk is in the midst of maps and coral specimens and other paraphernalia of the ecologist-errant. When he is outdoors, the environment is all-the-more obviously his laboratory.

Dr. Gemborys is an associate professor of biology in his tenth year at the College. He spends a lot of time in his classrooms, overseeing experiments and filling the blackboards with chalky graphs and equations. But you know where he would rather be.

"The most important thing in research and learning is the field trip," said Dr. Gemborys. "Getting away from the college and getting outside are essential to understanding diverse environments." That's why Dr. Gemborys says he has been taking students on field trips for the past five years, and that's why he took them to Europe last summer.

"We all had dinner several weeks ago and looked at our slides," said Dr. Gemborys of the group of budding biologists who went with him to Iceland, Luxemburg, Germany, France, Switzerland, Italy, and Austria. "Everyone had fond memories of the trip, and I'm sure they would call it successful."

The trek through Europe took place during Hampden-Sydney's "mini-mester" and was a field course designed to study the most significant ecosystems of Iceland and Central Europe. Consideration was given to the effects of climatic, geologic, edaphic and volcanic influences on these ecosystems, and local agricultural and forestry management techniques were studied. And of course, there were three weeks of living in Europe.

The band of traveling Tigers camped out for the majority of the trip, and took a three-day back pack trip in the Alps. They tried to stay outside as much as possible.

"Hiking in Europe was really different," said Dr. Gemborys. "Most of the trails were neatly manicured, and it was not really necessary to camp—you could hike from hotel to hotel. The Alps were rugged, though. At Zermat in southern Switzerland we went through a newly-opened pass where there was 15 feet of snow."

There were also two days respite from the rigours of the course to go skiiing ("Kinda mixed talent, but they did all right for beginners"), a two-day sightseeing tour of Venice, and an inspection of the infamous earthquake area in Italy. Although the subject of the special trip was science, it was impossible not to absorb a first-hand glimpse of European civilization that no textbook could convey.

"In a way, though," said Dr. Gemborys, "it was a disadvantage to travel in a group. In a sense, you have a group of like-cultured individuals in a different environment, and it tends to focus things inward. You are not forced to interact with another culture, as when you travel by yourself."

Dr. Gemborys said that members of the group had a chance to be on their own after the course ended June 9th, because of the structure of the return airplane ticket. "The guys remained in Europe anywhere from two days to three weeks, and I think they became more appreciative of the travel arrangements once they started fending for themselves."

"The Plant Man", as he is known around campus, is an expert on "travel arrangements." In 1971, he took a vanload of seniors to New England for a week during the spring semester to study ecology and glacial geology. He has also taken students to Jamaica (Christmas 1972 and mini-mester 1975), and he is in the midst of preparations for an excursion to Bermuda this coming spring.

"Bermuda has more diverse marine habitats than Jamaica," said Dr. Gemborys. "It should be a good course."

When Gemborys is not shuttling students to exotic ecological environments, he is busy with a personal project in the virgin forest of New Hampshire—he purchased a summer home there to be closer to his research area.

"The location is perfect for my research, which I plan to publish in the journal, *Ecology*. Three students from Hampden-Sydney have also been engaged in independent studies there." Dr. Gemborys has already published three articles in various scientific journals; despite the fancy titles, they all reflect a love of nature and its often unfathomable workings.

Other activities which the good doctor pursues include advising the Hampden-Sydney Outsider's Club (which is not, as the title suggests, composed of campus misfits), and advising the Pol'skii Edyaschii Klub. The former is active in promoting camping, as well as environmental protection. (They erected a camping shelter about a mile from campus in late fall, which is open to all students as a way of "getting away from school for the night or weekend.") The latter is a group of gourmets who meet periodically to sample foods of various countries and is "just another service," according to Dr. Gemborys.

The services of a good ecologist, it seems, are always in demand.

Robert R. Henry, IV, '79, is feature editor of The Tiger.

Dr. Gemborys and "friend"

"Hilton" and Courts Welcomed Additions

In preparation for the opening of its 201st session the College spent some $170,000 on physical plant improvements over the course of the summer just past. Improvements and additions include a new student housing facility, six all-weather tennis courts, and extensions to two of the existing athletic fields.

The Hampden House units, dubbed the "Hampden Hilton" by delighted students, are located in a stand of woods directly behind Hampden House, the alumni/faculty house. According to Ronald G. Lawhorne, Vice President for Financial Affairs and Treasurer, "The new student housing consists of four motel type buildings with eight rooms in each, a total of 32 rooms. The rooms are a little larger than regular dormitory rooms, they are fully air conditioned and have wall-to-wall carpeting."

"Eventually we plan to use these rooms for housing guests of the College. That's why we have built them behind Hampden House," continued Lawhorne.

Dr. Lewis H. Drew, Vice President for Student Affairs, noted, "These are extremely nice rooms and should help with our space problem. The Hampden House units are housing sophomores and juniors, who normally would have occupied the first and fourth passages of Cushing Hall. Those two passages are this year housing the freshmen displaced by the closing of Graham Hall, which is going to be converted into a student center."

The six new tennis courts are located between the soccer field, at the north entrance to the campus, and Bernier Field.

"The work on the tennis courts was done by Dick Makepeace Racquet Courts of Richmond at a cost of $50,000," said Lawhorne. "Completion of the six new courts brings to twelve the total number of courts here at the College." Each court's surface is appropriately gray with a garnet border.

The extended athletic fields will, according to Drew, "Alleviate the problem we've had in the past with a lack of playing field space. With soccer, lacrosse, rugby, football, and the intramurals all running at the same time, space was a limiting factor. Now, with these field enlargements, I feel we have ample playing room."

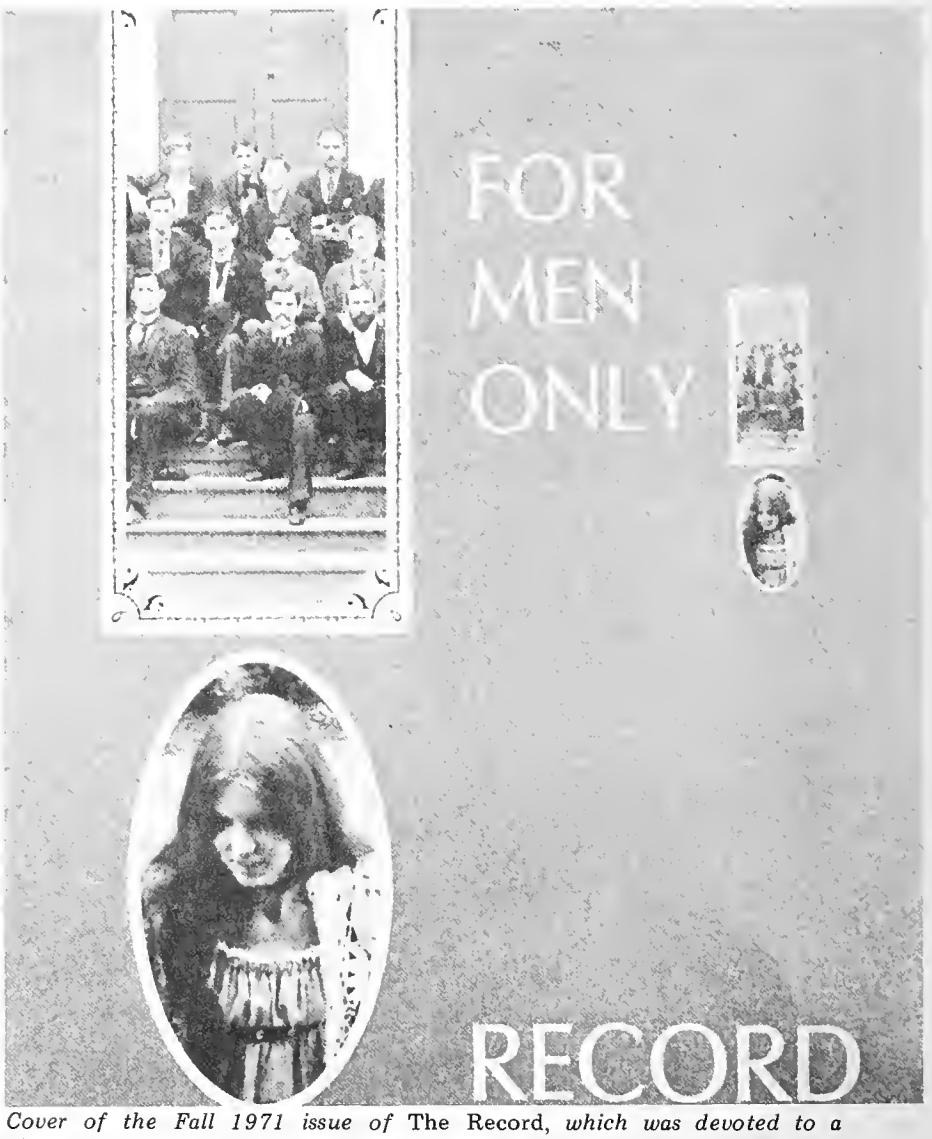
Coeducation: Pay Now, Pay Later?

It is hoped that the following article will evoke thoughtful response from alumni, parents, and other members of the college community. The editor earnestly invites replies to the article in either the form of a rebutting article or in the form of a letter. However, this is in no way to be taken as a guarantee that every response will see print.

by Dr. A. E. Elmore

In 1969, the year I joined the Hampden-Sydney faculty, the average Scholastic Aptitude Test verbal score for all students in the College was about 524. In 1976 it is 490. (Freshmen alone average 488, the lowest score since records started to be kept.) What does this 34-point decline—almost precisely the same decline one finds in the comparable SAT math scores—tell us about the academic condition and future of this college? It tells us, in the most impartial of terms, that we have gotten worse in a hurry.

SAT scores have been dropping throughout the nation during the same period. But the local drop is significantly worse than the national—over 10 points worse on the verbal and some 14 points worse on the mathematical. Furthermore, a frequently cited reason for the national decline—namely, the dramatically increasing numbers of disadvantaged students, particularly in minority groups, among college-bound students who take the SAT—has had no effect on Hampden-Sydney scores. Our student body remains as overwhelmingly white, suburban, and middle-class as it was in 1969. College Board officials like to argue that their tests are "culture-proof" and that scores are relatively unaffected by race, class, or economic condition; but the fact is that scores are



Cover of the Fall 1971 issue of The Record, *which was devoted to a discussion of coeducation*

demonstrably lower, for whatever reasons, among inner-city and rural students than among suburban students, whose SAT scores have not dropped as much as the national average. Yet, to repeat, Hampden-Sydney scores, as suburban as ever, have dropped *more* than the national average.

Even when we drop only about the same number of points as our competition, we suffer more because in almost every case we started out with lower scores. A recent Self-Study survey revealed that our alumni see Hampden-Sydney as academically equal to either Washington and Lee or William and Mary. Since 1969 these two schools have dropped about the same number of points on their average SAT verbals as we have, but their scores were 50 to 80 points higher than ours to begin with. Thus, in percentage terms, their drop has been smaller than ours. Furthermore, their current average scores remain considerably higher than our *1969 scores*, and such scores allow them to continue to offer approximately the same kind of education they have offered in the past. We, on the other hand, have become

increasingly remedial in our emphasis. As an English teacher, I find that the amount of time required to grade essay tests, term papers, and especially freshman themes has cut drastically into time I used to be able to spend on other necessary academic concerns such as preparation, reading, and scholarship.

The same survey of alumni showed that 61% believed we are a better liberal-arts college than Randolph-Macon at Ashland. In 1969 there was evidence to support this view. Our student body's SAT verbal average, for example, was a solid 20 points higher than Macon's. Today Macon has not only made up every point of that difference, but as of this year actually pulled ahead of us—or, more accurately, we fell below them. Although my figures are not entirely exhaustive, everything I have seen indicates that Hampden-Sydney now has one of the lowest verbal SAT scores among all old-line private colleges in the state—not only lower than the schools I have mentioned, but lower than any of the other colleges with whom we share an exchange program, including Randolph-Macon Woman's College, Sweet Briar, Hollins, and Mary Baldwin. Even after math scores are added in, we remain in one of the least distinguished positions in the state.

I speak of SAT scores rather than grades for good reason. In the short run, grades rise as ability falls. This has happened throughout the nation in recent years. Bad standards drive out good, which is to say that academic currency inflates as easily as commercial. But natural adjustments eventually occur, and already signs are pointing to declining grades nationally and locally, perhaps as part of a swing toward cultural conservatism which the country seems to have entered upon, reminiscent of the 1950's.

Class rank, as opposed to raw grades, is generally about as reliable and impartial an index to student quality as SAT scores. In 1969 over half our student body had graduated in the *top quarter* of their high-school classes. Today the figure is under 38%. Students who had graduated in the *lower half* of their high-school classes made up less than 18% of the Hampden-Sydney student body in 1969. Today they make up over 27%—more than one student out of every four. The figures are even scarier if one chooses 1968 as the year of comparison, for the decline in student quality which has now reached desperation levels really began with the class that entered in 1969.

If you're a teacher, you don't need SAT scores to know what has been happening at Hampden-Sydney. Recently I marked "costed" as a spelling error on a freshman theme. On his corrected theme the writer, apparently unable to locate the past tense of the verb in question, replaced "it costed" with "I payed." About every third person in the same class submits in a given theme at least one construction which purports to be an English sentence but isn't. Since the ability to write a grammatical sentence consistently seems a minimal expectation of any liberal-arts student, I fail such papers out of hand but re-grade them after the fragment or comma splice has been repaired. One student completely overlooked the fragment I had marked. Then, in trying to correct an undeveloped paragraph, he produced two altogether new fragments, back to back.

The usual advice from one's colleagues is, "Flunk 'em!" Now that all full-time members of the English Department are tenured, it is easy enough to take the usual advice. But then one comes hard upon Hampden-Sydney's second major problem at this moment: declining enrollment. Last year we had 793 students when school opened, right at the 800 which had been the administration's goal for some years and the figure to which the administration had pegged its financial planning. This year we had 736 when school opened, a figure which has shocked everyone. Next year, despite the far flung efforts and travels of an energetic admissions staff, it could dip to 650. That discouraging word is from Dean Schurr, who reported to the faculty after his initial survey of the College's situation. If those of us who teach freshmen wash out a third or a fourth of that class—as we could easily do if we apply the same standards that attained in 1969—enrollment could shrink even lower. Yet Dean Schurr also told the faculty that in a number of ways, including faculty staffing in some areas, Hampden-Sydney has the resources for an ideal enrollment of 1200.

Dr. Elmore

My guess is that enrollment will remain above 700 next year. One reason is that professors will pass many students more on the basis of effort than accomplishment. I can't recall any previous group of freshmen who worked as hard as the group I teach this semester. A freshman-English teacher probably knows his freshmen better than any other of their teachers, and in any case colleagues in several departments report similar observations. A librarian told me recently that students are using the library in larger number and for longer periods than she has observed in all her previous years at the College. Is it fair to tell a student he's good enough to come to Hampden-Sydney and then, after he's given his best effort, tell him he ought not to be here? After all, the time and money he spent flunking out here could have been spent at a college which is designed for his level of ability. A mixture of altruism, fear for the College's future, and doubts about themselves will persuade many professors to lower their standards and pass students who have failed to master work appropriate to a liberal-arts education. Even that won't begin to solve the long-range problem, however. It will serve as no more than a band-aid on a bullet wound, slowing the visible bleeding for a moment while the dying goes on inside.

"A mixture of altruism, fear for the College's future, and doubts about themselves will persuade many professors to lower their standards . . ."

I can see only three possible solutions to this Siamese-twin problem of declining ability coupled tragically with declining enrollment. One is that we take in everybody who can fill out an application and pay tuition. Inasmuch as we are dangerously close to that situation already, it may be no answer at all. In any case it would change the character of this college and finally remove whatever substance remains in our curriculum (which we have watered down since 1969) and whatever prestige remains in our degrees.

Alternative two is that we accept a smaller enrollment in order to maintain some academic standards. In that case faculty would have to be reduced, no easy task when most of the faculty is tenured and not the best kind of publicity for the college under any circumstances. Course offerings would shrink, and some departments would probably have to go out of business altogether. Talk of adding certain courses, as in the arts, would have to end. Unless a college has a massive endowment—and Hampden-Sydney does not—it can hardly offer an adequate library, faculty, and curriculum these days to a student body very much smaller than 800-1200, the size to which most good liberal-arts colleges have grown which were half that size or even smaller a generation or two ago. Our old rival Sewanee is a good example. After all, knowledge, it is said, has more than doubled in the same period of time. Furthermore small liberal-arts colleges always live in danger of becoming intellectually stagnant, since typically they require no publishable research from their faculty members. The danger at Hampden-Sydney is magnified by our isolation and the homogeneity of our faculty and student body. If the faculty and curriculum grow smaller, the stagnation is almost certain to grow worse, despite a presumably better student body. Staff also would have to be reduced. Therefore services and extracurricular activities, including athletics, would inevitably suffer. The operating budget would have to be cut—severely if we cut enrollment by even a fifth. What effect such a cut would have on the desperate need for plant improvement—particularly the improvement of prisoner-of-war conditions in the older dorms and in Morton basement, where almost a quarter of the faculty maintain dank, often flooded offices in which books rot before their very eyes and noise travels almost at the speed of rumor through cinder-block walls—I can only guess at. My guess is that it wouldn't be good.

Even if we accept this alternative, we must expect an increasing decline in the size and quality of our applicant pool. In just a couple of years, high-school senior classes will start to grow smaller, a trend that will continue into the 1990's. Furthermore, the percentage of white males attending college has already started to decline, reflecting economic studies that show a college degree still benefits black males and both white and black females but now provides starkly diminishing economic benefits for white males. Finally, the percentage of high-school seniors who prefer an all-male school has clearly dropped throughout the nation and the state in recent years, as our own declining enrollment points up, and no one has demonstrated any likelihood of a change in this attitude.

The third possible solution is that we admit women as boarding students who are also degree candidates. Already we accept the daughters of faculty and staff members as degree candidates on a day basis, in addition to non-degree visitors from Longwood and from a number of private women's colleges (the latter even live on campus). With the all-male principle already violated, the

only remaining question is one of numbers. Coeducation would increase our pool of potential applicants by about 100%, perhaps even more since more women graduate from high school than men. What are the other advantages of this move, and what are its costs?

The first cost, say the opponents of coeducation, is the legal necessity for providing equal facilities. Judging applications should be no problem, since we need to improve and grow anyway by selecting the best available students. Besides, we would not be required to take in as many women as men, only to demonstrate that we are using approximately the same standards in evaluating applicants. (Whether we go co-ed or not, we shall almost certainly face increasing pressure from the government and elsewhere to hire more women faculty members.) Even if women applicants had at first only the same cumulative SAT scores as our men, some departments of the college would still benefit from their presence. In general, women score worse on the mathematical section than men but better on the verbal. Our best students in recent years, more often than not, have been science majors. In consequence, the humanities division and the less quantitative departments in the social-science division have often played remedial roles and provided a place—though I am pleased to remember some shining exceptions—for the intellectually less proficient to find majors. Yet the heart of a liberal-arts education has traditionally been language and literature, and a sick heart means a sick body.

As for physical resources, Sewanee, Davidson, and other former men's colleges experienced little trouble in making the change to coeducation. Sewanee went co-ed virtually overnight when it faced a situation very similar to our own. Dormitories built for men proved adequate enough for women, with far fewer essential modifications than had been predicted. Sewanee didn't build a second gymnasium to accomodate women. It found that girls can shoot at the same baskets boys do. Besides, what better time than now for us to make whatever modifications may be desirable for coeducation, since we are about to renovate three old dorms (one of which will become a student center) and since we still face the problem of an already inadequate gym? As for equal expenditures on women's athletics, there is every evidence that the government will move with caution and common sense in this area, if for no other reason than that Michigan, UCLA, and Alabama, with the political punch that such schools wield, will see that it does. Again, we can follow the example of other schools which have recently gone co-ed and still managed to retain a successful men's intercollegiate athletic program, which, I take it, is a major concern of local opponents of coeducation. Where I grew up, women's athletics are taken about as seriously as men's. My high school fielded excellent women's teams in basketball, tennis, and track. I'd be just as likely to go see Hampden-Sydney girls play basketball as to see boys, and *more* likely if both teams were playing. With a larger enrollment, we could afford both, assuming that girls even wanted a team. Apparently at Sewanee and Davidson they haven't.

"But I do not minimize the pleasure of men in groups for those who feel it. The question is, does this pleasure outweigh its academic cost?"

A second and perhaps greater cost would be surrendering what economists call "psychological benefits," which most of our students and alumni clearly derive from an all-male atmosphere (i.e., a predominantly male atmosphere). I confess that these benefits escape me. Drinking with the boys has always struck me as an over-rated pleasure. Heaven knows I had plenty of it, too, having attended Sewanee when it was as all-male as a college can possibly be, prompting so much consumption of alcohol and so much disregard of beard and body that William Faulkner once had a character say, "They don't know how to use water at Harvard, and at Sewanee they don't use it at all." But I do not minimize the pleasure of men in groups for those who feel it. The question is, does this pleasure outweigh its academic cost? Perhaps when the current SAT scores translate into GRE, LSAT, MCAT, and other such scores, when our graduates disappoint employers who had thought a Hampden-Sydney degree implied the ability to spell correctly and write complete sentences, when graduate schools like those of the University of Virginia realize what has happened to us, and when the awareness spreads to potential applicants as well as to holders of older Hampden-Sydney degrees, consolidation with the other half of the population may seem a lot less painful than watching the bottom fall out of our academic stock.

Before Sewanee went co-ed, I heard the same arguments from fellow students that I now hear from Hampden-Sydney students. Coeducation will ruin the old traditions. Fraternities will decline or die. You'll have to clean up to go to class. (My advanced courses almost always

include at least one woman, as they both do this semester, and I have yet to observe any change in anyone's appearance.) No one will study any more. The curriculum will have to be expanded for women. (The only likely expansion at Hampden-Sydney would be into an arts program, already recommended by the Self-Study and endorsed by the new dean quite apart from the issue of coeducation, but, without women, most unlikely to get off the ground except at the expense of other programs and departments.) Women won't be able to stand the pressure of a good liberal-arts college with a male majority. (One of my freshmen solemnly assured me that psychological tests have proven this, a view so incredibly chauvinistic it actually becomes one of the most compelling arguments I have heard for coeducation.) The expense of providing equal facilities, sometimes different from those required by men, will be prohibitive. Male applicants will decline in number. Alumni contributions will fall. Yet, as I have observed, Sewanee went co-ed and managed to survive all these dark prophecies—indeed, it grew larger and more prosperous. (94% of our responding alumni thought we were as good as Sewanee or better, but on every measurable academic index from SAT scores to class rank to percentage of applicants accepted to degrees and awards won by graduates, Sewanee has pulled far ahead of us.) Oxford admitted women after many more centuries of an all-male tradition than even Hampden-Sydney can boast of. Look at Yale, Princeton, Kenyon, Dartmouth, Amherst, Davidson, and just about every other distinguished, old-line men's college you can think of which has admitted women. These schools have certainly not thrown away their traditions or their standards. They continue to attract excellent male applicants. Their alumni continue to provide exemplary support.

Local opponents of coeducation kept citing Randolph-Macon as an example of the failure of coeducation at other colleges. When I checked for myself, I found that after coeducation Macon halted its declining enrollment and stabilized its student quality at levels which, according to most indices, Hampden-Sydney now fails to equal, much less surpass. The same opponents argued that coeducation would hurt Longwood, our neighbor and former nearest ally among unisexual colleges. Longwood is not only surviving coeducation but competing with us for male students in our shared toe of the Piedmont. This year, her first as a coeducational school, she enrolled 161 men, raising her total enrollment above last year's and up to dormitory capacity. Broadening my sample, I discovered that the University of Virginia is the only college or university besides Macon at Ashland which, among the many schools I was able to reach in the state, has suffered no significant decline in SAT scores between 1969 and 1976. Like Macon, UVA went coeducational in the interim.

Coeducation is, however, no miracle drug. It will not transform Hampden-Sydney into a first-rate liberal-arts college on a level with William and Mary, Sewanee, Washington and Lee, or Davidson. But by removing an arbitrary barrier which has no educational benefits and some evident liabilities, we can make a start on the problems which face us. We can return to solid status among Type II (good but not distinguished) liberal-arts colleges, whereas now we have sunk to the very bottom on almost all counts and in real danger of falling out altogether, as I discovered when I consulted in Dean Drew's office a study which provides statistical standards across the whole range of academic criteria for evaluating and classifying American colleges and universities.* We can increase our enrollment (or at least reduce its decline) in two ways, first by admitting qualified women and second by appealing to potential male applicants who prefer coeducation. Surveys made by the Admissions Department year after year show that the major reason students decline Hampden-Sydney after we have accepted them is the lack of coeducation. Once these students have been accepted by a coeducational college on their list, they choose it over us. One can only assume that many other students with a similar attitude never bother to apply to an all-male school in the first place. (The second-most-frequent reason students give for declining us is our isolation, which again would be much less of a problem if the college went coeducational.) As for students we would supposedly lose because of coeducation, a survey which one of my freshmen made of 85 random students revealed little interest among them in the only other remaining men's college in

Fraternity get-together, circa 1960

our area, Washington and Lee. (Other than military schools, units of urban universities, and Catholic colleges, only a handful of all-male colleges remain in the entire nation.) Just six of the 85 students in the survey had even applied to W & L, of whom four had been rejected. Most of our students have a previous connection with the College, as by kinship with an alumnus or friendship with former or current Hampden-Sydney students. My own informal surveys show that while many of these men oppose, coeducation, few would have refused to attend Hampden-Sydney solely because of it. Indeed, only 13% of our current freshmen told our Admissions Office in its latest questionnaire that preference for an all-male school significantly affected their decision to attend Hampden-Sydney.

During my years here, the faculty has recommended coeducation to the Board on at least two occasions. The administration has reported the recommendation but declined to press for it, on grounds that while it found no particularly compelling reasons for remaining all-male, it also found no particularly compelling reasons for *not* remaining all-male. Further temporizing, however, must be seen for what it is—extremely costly to academic standards, to enrollment, and finally to the College's financial integrity. If the Board continues to decline coeducation, either by direct action or by ignoring the issue altogether, it has an obligation to all the other constituencies of the College to demonstrate that we can continue to survive as a sexually segregated school without serious consequences to standards, enrollment, and finances. It should be able to demonstrate that we can survive *indefinitely* as an essentially all-male college. Otherwise it is simply letting us drift toward a point when we shall have to choose between extinction and coeducation. By then the costs of making a change will be far higher in every way than they are now.

This is a particularly good moment to consider coeducation. If we bite the bullet now, we can take maximum advantage of three situations which have just developed. (1) Next year we shall have a new president coming in to work with the new academic dean and the new director of development who both came this year. These new leaders could concentrate on the problems of changing to coeducation before they dissipate energies in another direction or develop the usual scars and liabilities of struggles with faculty, students, alumni, and the Board. (2) The College can delay no longer in undertaking improvements that will, or should, affect a majority of the buildings on this campus. Clearly it would be simpler and cheaper to plan and make improvements on the basis of an enrollment that includes or will include women than to try to make adjustments only after coeducation has been forced upon us some years hence. (3) The College has just come into money, designated by a donor with uncommonly good sense for scholarships and faculty improvement. Why not use it from the outset to attract the best students and faculty we can find, regardless of sex? By bringing in first-rate women students on scholarship as well as first-rate women faculty members (as for example in a new arts program), we would lay the best foundation for attracting significant numbers of good women applicants in the future. Indeed, what we need most desperately at Hampden-Sydney, for our own sake and for the sake of attracting first-rate students of *both* sexes, is a more intellectually exciting atmosphere and an improving rather than declining academic reputation. To achieve these things while cutting ourselves off from at least half the available good minds we might draw on seems to me the thinnest kind of wishful thinking, which may explain why the opposition has usually chosen to evade rather than discuss the problem.

In short, we can avoid coeducation, at least for a while, either by choice or by refusal to face the issue. But in either case we shall be perpetuating a college that is far less good than it used to be and far less good than it could be, a college that is fast assuming the character and the morale of a remedial prep-school. This green postage stamp of a campus, with oaks older than the nation and red-and-blue Georgian buildings lovelier that Charlottesville's—this Platonic conception of a private liberal-arts college—is too old, too beautiful, too distinguished for such a fate. For the sake of one pleasure, we are asking her to pay a very high price in dignity and reputation, a price that will only increase with every additional year of drift and delay.

Dr. A. E. Elmore is an associate professor of English at the College.

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*Howard R. Bowen and W. John Minter, *Private Higher Education: Second Annual Report on Financial and Educational Trends in the Private Sector of American Higher Education* (Washington: Association of American Colleges, 1976).

abc Comes to H-SC

by Martin M. Sherrod

It was a normal enough Monday morning. The Cabinet meeting had broken up and I had just written a news release on Parents and Friends Weekend when Dr. Royster Hedgepeth, the Associate Director of Institutional Development, walked in and asked me if the Homecoming announcements for the alumni had been returned from the printer yet. I told him that they hadn't and as he turned to walk out of my office, he said, as nonchalantly as he could manage and with a barely suppressed grin tugging at the corners of his mouth, "Oh, by the way, ABC is going to televise our game with Madison this weekend." "Sure they are," I replied. "We just found out this morning that Howard Hughes had written us into his will after all, too." "No," returned Hedgepeth, "I'm really serious. Coach Fulton called in the middle of the Cabinet meeting to get the President's okay. The Cabinet discussed it awhile and then voted 5-4 to approve."

By then I had floated back down off the ceiling and it was beginning to sink in that I'd never seen Hedgepeth in such a jolly mood on a Monday morning. Something *big* had to be afoot.

Something *very big* was afoot and for five days near the end of September tiny Hampden-Sydney was a whirlwind of non-stop activity. A national television network, the "Network of the Olympics" at that, was coming for a visit and there were things to be done.

A camera perched atop the press box pans Death Valley.

Students Dabney Daniel and Shep Haw give Director of Counseling and Career Planning Jim Beckner (left to right) a hand at a sign painting session organized by Beckner and I.F.C. President Brett Smith.

Interviews were given and arranged for. A wall along the track that surely hadn't seen a fresh coat of paint in years was painted over-night. Students painted signs (WE'VE BEEN HERE 200 YEARS—WHERE'VE YOU BEEN? TIGERS AND ABC—NO. 1). A plan for traffic flow was worked out. A tower was erected by VEPCO to beam the video out of Death Valley. The portable toilets of *Sports Illustrated* fame were brought in. The Buildings and Grounds men worked, quite literally, into the night to dress up the nation's tenth oldest and most beautiful campus for the visit. The halftime minute allotted to each college was written and produced in a matter of hours. How did the slides and copy get to New York? They sent a courier. How else? The ABC folks raved about the beauty of the school—in rarely heard New York City accents. ("Yeah, this is what a college is *supposed* to look like.") And the Tigers—well, the Tigers made everything perfect by knocking off the Dukes 21-14.

"Would you want to do this again next weekend?" someone asked me late Saturday afternoon. I looked at him with glassy eyes and muttered, "You've got to be kidding."

Clockwise from above: quarterback Newell set to take snap from center Haley; students celebrate first of three Tiger T.D.'s; halfback Watson dashes through gaping hole in Madison defensive line; Dean of Students Dr. Lewis H. Drew (standing left) visits the opposition's sideline as Tigers huddle; Tiger Bill Stump stalks the sideline.

Hampden-Sydney's Financial Aid Program: An Explanation

by Thomas H. Shomo

Traditionally, discussions of systems of financial aid read like balance sheets. It is easier to deal with dollars than with the individuals who receive those dollars, for a balance sheet is understood by most while the human character and potential are comprehensible to few. I shall not depart from this tradition, for the purpose of this article is to acquaint you with the existence, scope, and means of support of Hampden-Sydney's financial aid program. Perhaps, at a later date, the editor of *The Record* will allow me to share with you some of the rewarding human aspects of this important work. However, I shall deal, as succinctly as possible, with dreary numbers and bureaucratic procedures. For those of you who find such things less than exciting, please bear with me, for the topic is important and does in some way affect you. One last editorial note: in several cases I have used such qualifying adjectives as "about," "nearly," and "approximately." This is not necessitated by a lack of precise bookkeeping but rather by the fact that the financial aid process continues throughout the academic year. The table below reflects accurately total expenditures for student financial assistance for the 1975-76 academic year and the best possible estimates of expenditures in the same catagories for 1976-77.

The basic commitment of the student financial aid program is to those young men whose family or personal financial circumstances would render them unable to attend Hampden-Sydney without financial assistance. Insofar as is commensurate with sound institutional financial practices and with regard to available financial resources, Hampden-Sydney endeavors to meet in full the demonstrated need of every student whose academic record and citizenship warrant such a subsidy. During the current academic year, approximately 165 students will receive financial assistance based on demonstrated need. (A student must demonstrate financial need on the appropriate form of the College Scholarship Service of the College Entrance Examination Board.) These young men represent 22% of the student body, and their aid is in the form of grants, loans, and/or campus employment. In addition, approximately 40% more of the student body receive service awards or merit scholarships, funds from the Virginia Tuition Assistance Grant and Loan Program, or hold student assistantships. In the latter cases, demonstrated financial need is not a criterion. The financial aid office will administer more than $600,000 in financial assistance this year. This amount is larger than all income from the Col-

Mr. Shomo

lege's endowment; it is more than twice that which is raised each year from all alumni, parents, and friends for the annual support of the College, and it is equal to nearly 20% of the total operating budget of the College.

The largest supply of monies for those students who receive financial assistance based on demonstrated need is College funds. These monies come from various sources, of which the largest is tuition income. In 1974-75, $75,000 was budgeted for direct grants; in 1975-76, $104,850 was allocated; for the current academic year, $150,000 is available. It should be a matter of pride to all connected with the College that in a period of spiraling costs, Hampden-Sydney has maintained and increased her commitment in this area. However, although tuition income is the most readily available source of increased financial aid capital, it is far from the most satisfactory. Heavy reliance on funds of this origin requires parents to subsidize not only the education of their own children but the education of others as well. We can only hope that all parents share our desire never to deny Hampden-Sydney's educational benefits to deserving young men whose families cannot pay the full cost. Too, it should be pointed out that *no* family, whatever their financial circumstances, pays the full cost of their son's education.

Ideally, funds for financial assistance should come from sources other than tuition—*i.e.* restricted endowment revenue and annual gifts from individuals, corporations, and foundations. That portion of Hampden-Sydney's endowment restricted to financial aid will yield earnings of $50,794 this year. This compares to $44,112 in 1975-76. The scholarship endowment has been increasing yearly, but the rate of growth has been painfully slow. This is a matter of concern, for it is a significant factor in forcing greater reliance on tuition income for financial aid. Of great importance to the financial aid program in recent years has been the increase in annual gifts. As a result of one, very substantial, anonymous gift, 1975-76 was the high point for such support. (With few exceptions, annual gifts for financial assistance dispersed in a given year are actually received in the preceding year.) The total, $43,901.25, nearly equalled the income from the scholarship endowment for the same year. Currently, we have $28,673.57 in available annual gift monies from individuals and corporations.

Not included in the above figures is the significant annual support from three foundations: The George F. Baker Trust of New York City, The Norfolk Foundation of Norfolk, Virginia, which administers the Burroughs Memorial Scholarships, and The Algernon Sydney Sullivan Foundation of New York City. Since 1967, Hampden-Sydney has received $150,000 from the Baker Trust to sustain scholarships which recognize outstanding student leadership with merit and need-based awards. Since 1967, 52 young men have studied at Hampden-Sydney under the auspices of the Trust. Regretfully, these funds are no longer available in initial awards to undergraduates. Each year the College receives from the Norfolk Foundation grants to support needy students from the Norfolk area. Students apply directly to the Foundation, but awards are made upon the recommendation of the College's financial aid committee. The Algernon Sydney Sullivan Foundation has provided since 1936 annual support for needy students.

I mentioned earlier "service awards and merit scholarships," and it might be wise at this point to define these terms. Both are provided by the College from tuition income, endowment income, and annual gifts either for services rendered to the College, as in the case of an athletic scholarship, or in recognition of superior achievements in academic and co-curricular areas. Hampden-Sydney does provide football and basketball scholarships to talented athletes. Juniors and seniors hold athletic grants which are not related to their financial need. Freshmen and sophomores and all new students may receive athletic scholarships only after demonstrating financial need. This is in accordance with NCAA Division III regulations.

Baker Scholarships are leadership oriented merit scholarships, as are the Leadership Awards, which are direct grants, and the Moomaw Leadership Awards, which are endowed scholarships. The Venable Scholarships and Patrick Henry Scholarships stress academic and extra-curricular accomplishments and are supported by endowment income. Honor Scholarships emphasize superior academic accomplishments. The Bicentennial Scholarships recognize the highest academic achievement and potential. The Bicentennial Scholarships were offered only in 1975 and 1976 to commemorate the 200th Anniversary of the founding of the College. There are four Bicentennial Scholars, Charles Miller Dietz, Jr. of Richmond, Virginia, William Chalmers Leach of Leesburg, Virginia, Timothy Scott Maxa of Charlottesville, Virginia, and Russell Glenn Tindall of Richmond, Virginia, two of whom are the sons of alumni. There are in addition departmental and specialized merit scholarships, such as the English Scholarship, the Physics Scholarships, and Day Student Scholarships for graduates of Prince Edward County High School. Honor, Bicentennial, Physics, English, and Day Stu-

dent Scholarships are all funded from tuition income. Although merit scholarships represent a substantial expenditure by the College, it is unthinkable that an educational institution of quality should fail to recognize excellence by tangible rewards.

The second largest source of need-based financial assistance is the federal government. Hampden-Sydney participates in the four major federal student aid programs—National Direct Student Loans (NDSL), Supplemental Educational Opportunity Grants (SEOG), College Work-Study Program, and Basic Educational Opportunity Grants (BEOG). Hampden-Sydney has participated in the National Direct (formerly Defense) Student Loan Program since 1968. Each year the federal government has contributed to a loan fund. The College makes loans available to deserving students who, upon completion of their formal education, repay these loans to the College. Repayments are then available for new loans. Hampden-Sydney will not be eligible for any additional capital contributions from the federal government for 1977-78 and, probably, thereafter. Therefore, the NDSL program will be maintained by repayments of outstanding loans and interest payments. This should allow the continuation of the program at about the level of $35,000 per year. In 1967, the College first participated in the Supplemental Educational Opportunity Grant Program (formerly the Educational Opportunity Grant Program). Federal grants are made available by the College for especially needy students. Although SEOG funds have been less plentiful in recent years, Hampden-Sydney has been fortunate to receive, in most years, a relatively substantial allocation. The decline in availability of SEOG funds during the last few years has been the result of the creation in 1972 and the subsequent growth of the Basic Educational Opportunity Grant Program. BEOG is not campus-based as are NDSL and SEOG. This means that the College has no control over who receives this money and in what amounts. The student files a Basic Grant application with a private service that has been contracted by the federal government to process the applications and to determine each student's eligibility. An eligibility index number is communicated to the student by means of a student eligibility report, and he in turn takes this report to a college financial aid officer. The number is applied to an award schedule, which is provided by the Office of Education. The amount of the Basic Grant is determined by the cost of the institution and the eligibility index number of the student. Although each institution must subsequently request these funds from the government and some, like Hampden-Sydney, receive a bulk payment for all recipients, a college cannot deny these funds to the student. However, it is the legal obligation of a college financial aid officer to adjust, or package, other financial assistance from sources under his control to assure that no student receives more than his demonstrated financial need. Although we applaud the efforts of the federal government to make substantial grant monies available to subsidize the education of deserving students, some members of the financial aid community are concerned with the loose administration of the program which has led and can only continue to lead to nationwide abuses as well as a lack of attention to both the academic and citizenship record of the recipient. The BEOG program has been phased in over the last four years; 1976-77 is the first academic year in which all four classes are eligible to participate. The fourth federal program is the College Work-Study Program, which is campus-based. Hampden-Sydney has participated since 1967. Federal funds are made available for needy students to earn money to apply toward their college expenses. Eighty percent of the student's salary is paid by the federal government; 20% is paid by the institution. College Work-Study is the only one of the three campus-based federal programs which enjoys the continuing bi-partisan support of the Congress and consequently increased funding. Twenty-nine students are currently employed under this scheme in various administrative and academic departments on campus.

The State of Virginia administers two systems of student financial aid: The College Scholarship Assistance Program (CSAP) and the Virginia Tuition Assistance Grant and Loan Program (TAGLP). Both were instituted in 1973, and both have been phased in over the last three years. As with Basic Grants, 1976-77 is the first academic year in which all four classes are eligible to participate. The College Scholarship Assistance Program provides grants based on demonstrated financial need to state residents attending either public or private colleges or universities in the State. The grants vary with the need of the student and current funding. Most Hampden-Sydney students found it more attractive to take advantage of the TAGLP because, until last year, students were not allowed to participate in both CSAP and TAGLP. This restriction has been lifted to the significant advantage of students attending private colleges. In 1975-76, two Hampden-Sydney students received a total of $800 from the CSAP; presently, 25 students are receiving $8,400. This amount should increase substantially in 1977-78. The Virginia Tuition Assistance Grant and Loan Program provides funds to Virginia residents

"We aid those young men who have worked hard and given much but who now need our help to reach their goals . . . "

attending private colleges or universities in the State. No with an announcement which, I hope, will interest you as much as it has excited us at the College.

In addition to those 26 students whose student assistantships are subsidized by the College Work-Study Program, 74 other students are working on campus in academic and administrative departments. These additional student assistantships are awarded without regard to financial need and allow nearly all students, who are willing to work and can do so while still successfully meeting academic demands, the opportunity to earn money toward their college expenses. Student assistants perform valuable and necessary services to the College.

Hampden-Sydney also maintains an endowed fund, the Booker-Stebbins Loan Fund, which provides emergency short term loans for students who find themselves unable to continue their education without aid and who cannot for reasons usually beyond the individual's control receive immediate help from institutional or private sources.

Also, I would call attention to the guaranteed student loan program which enables a student to borrow directly from a bank, credit union, or other participating lender who is willing to make an educational loan. The loan is guaranteed by a state or non-profit agency or insured by the federal government. Repayment begins after one leaves college. The interest rate is very attractive, and for those students who qualify under federal law, the federal government will pay the interest until repayment begins. Since the financial aid office has only a minor involvement in this application process and since payments are made directly to the student, this program is not included in the table below. However, I estimate that Hampden-Sydney students receive between $50,000 and $75,000 a year in guaranteed student loans.

As you are aware from the March edition of *The Record*, Hampden-Sydney was one of the beneficiaries of the estate of the late Mr. John Lee Pratt of Fredericksburg, Virginia. With the highly successful Baker Scholarship Program coming to an end and the Pratt bequest offering a substantial source of funds for merit scholarships, it was decided to reorganize and expand the College's merit scholarship program. We are, therefore, discontinuing initial Leadership Awards and Honor Scholarships as well as the Physics Scholarship. The English Scholarship will be phased out

demonstration of financial need is required. The award is based solely on residency. Initially the award was in the form of a loan which could be either repaid or reduced and/or cancelled in a variety of ways. However, in 1975, the law was changed to allow grants to students entering private colleges as freshmen in 1976 and thereafter. This year, 377 Hampden-Sydney students will receive $149,600 in TAGLP grants and loans from the State of Virginia. The award is $200 per semester.

It would seem that by now I have exhausted all possible systems, all available dollars, and your patience, but three more programs must be mentioned briefly; then I shall conclude

over the next three years. The Patrick Henry Scholarships, the Venable Scholarships, and the Moomaw Leadership Awards will be continued and expanded and will be supplemented by newly created Allan Scholarships. It is, therefore, my pleasure to announce to our alumni, parents, and friends the composition of the new merit scholarship program at Hampden-Sydney College.

THE ALLAN SCHOLARSHIPS

The Allan Scholarships are named in honor of Denison Maurice Allan, who served as professor of philosophy and psychology at Hampden-Sydney College for 45 years. Dr. Allan was born in England in 1897 and received his B.A. and M.A. from Hampden-Sydney in 1916. In 1922, he received an M.A. from Harvard University, and in 1926 he received his Ph.D. from Harvard. Dr. Allan was a dedicated and untiring teacher, and his gentle life exemplified a total commitment to scholarship and Christianity.

Allan Scholars are chosen on the basis of superior academic achievement and proven qualities of intellectual leadership. Recipients receive four-year stipends of $1,000 per year or have their full financial need met plus $500, whichever is greater.

THE VENABLE SCHOLARSHIPS

The Richard Morton Venable Scholarship fund was established in 1964 by a gift of Mr. and Mrs. Richard Morton Venable of Charleston, West Virginia. Mr. Venable was a member of the Class of 1920 and a direct descendant of Nathaniel Venable of Slate Hill, one of Hampden-Sydney's founders and charter trustees.

Venable Scholars are chosen on the basis of academic excellence and proven qualities of leadership. Recipients receive four-year stipends of $1,000 per year or have their full financial need met plus $100, whichever is greater.

THE PATRICK HENRY SCHOLARSHIPS

These scholarships honor Patrick Henry, who served as a trustee of Hampden-Sydney College from 1775 until 1799, and was five times governor of Virginia. He resided in Prince Edward County for several years, and six of his sons attended Hampden-Sydney. Henry figured prominently in the drafting and passage of the College's charter in 1783.

Patrick Henry Scholars are chosen on the basis of proven qualities of leadership and academic excellence. Recipients receive four-year stipends of $1,000 per year or have their full financial need met plus $100, whichever is greater.

THE MOOMAW LEADERSHIP AWARDS

The Ben and Mayo Moomaw Scholarship Fund was established by the gifts of Mr. and Mrs. Benjamin Franklin Moomaw of Lynchburg, Virginia.

Moomaw Leaders are chosen on the basis of proven qualities of leadership. Recipients receive four-year stipends of $500 per year or have their full financial need met, whichever is greater.

If you have reached this point, you are to be congratulated. I shall not try your resolve longer—at least, no longer than it takes to express my hope that so much has not been said about *what* we do in financial aid that you have forgotten *why* it is done. We aid those young men who have worked hard and given much but who now need our help to reach their goals; we try to ease the burden on parents who seek better for their children but cannot always find the means to provide it; and we seek to recognize excellence, service, and accomplishment in order that at Hampden-Sydney, and in this Nation, it will not be forgotten that these are vital qualities.

Thomas H. Shomo, '69, is the Director of Financial Aid and Associate in Admissions at the College.

Dr. D. M. Allan, '16 (center)

	1975-76 Final	1976-77 Estimated
COLLEGE FUNDS		
Annual Gifts:		
Individuals, Corporations, Small Foundations	$ 43,901.25	$ 28,673.57
Algernon Sydney Sullivan Foundation	6,075.00	6,750.00
Baker Scholarships	25,089.00	19,285.00
Norfolk Foundation	15,725.00	14,546.00
Athletic Grants-in-Aid	34,875.50	28,075.00
Bicentennial Scholarships		11,000.00
Booker Stebbins Loan Fund	10,832.15	7,500.00
Day Student Scholarships	2,425.00	5,500.00
Direct Grants	102,402.02	140,000.00
Endowed Scholarships:		
Moomaw	2,500.00	1,900.00
Venable	4,198.00	5,000.00
Other	37,414.00	43,894.00
English Scholarship		2,750.00
Faculty/Staff Dependents	7,275.00	5,500.00
Foreign Student Tuition Waivers	1,212.50	5,500.00
Physics Scholarships	4,850.00	2,750.00
Pratt Bequest:		
Patrick Henry Scholarships		6,000.00
FEDERAL FUNDS		
Basic Educational Opportunity Grants	26,324.00	44,244.00
College Work-Study Program	12,840.00	14,748.75
National Direct Student Loans	43,424.00	30,000.00
Supplemental Educational Opportunity Grants	11,430.00	14,599.00
STATE FUNDS		
College Scholarship Assistance Program	800.00	8,400.00
Virginia Tuition Assistance Grant & Loan Program	87,600.00	149,600.00
WORK COMPENSATION		
Student Assistants	21,388.42	25,000.00
TOTAL	**$502,576.42**	**$621,215.32**

An Honors Program for the Challenging Student

by Dr. George M. Schurr

Dean Schurr

In August of 1963, when I was on the faculty of Park College, a former student of mine was killed in an automobile accident. Orphaned as an only child, he never knew his parents. His name was George Thomas. I was asked to speak of him at a service commemorating his too short life. I would like to share with you my words in memory of him.

It was late on a Saturday afternoon. I heard the "put, put" of a motor scooter outside my home. A few moments later there came a knock at the door. It was George. He had just crossed Missouri on that scooter. We sat to talk. A year of graduate study at Washington University in St. Louis was behind him. He had spent a summer working in Germany. We talked of hopes and fears, of girls and guys, of plans and failures. Dusk had settled outside. He announced that he was off to stay with a friend in Kansas City, one of the many on two continents whom he blest with the name friend. His motor scooter would not start. I helped him push it, to get it going. Then he was gone.

That was the last time I saw George. And before that, and before that? There had moved in, out and around my life one who had no home—yet was everywhere at home; who lived his own life—and entered into everybody else's; who was hidden within himself—that he might be open to the puzzles of life around him. Withall, it could be put in a single word: George was a student.

He was a student. He never knew what it was to be a son, or brother, or father. That was not given to him. He was a student. Only a student. So the impersonal statistics of our organized world will record him. Now, most students are preparing to live. They have not started "real" life. They are only preparing. George lived to prepare. He lived the incompleteness, the loneliness, the passion, the comraderie, the discovery of becoming himself with others. No question was outside his interest. No human meaning was immune to his questions. Life itself was to him a quest without an ending.

Now he is dead. What can we say? Nothing. Everything. What do the Scriptures

say? In the Gospel according to St. John it is recorded in the 14th chapter that our Lord said to his disciples: "Let not your hearts be troubled; believe in God, believe also in me. In my Father's house are many rooms; if it were not so, would I have told you that I go to prepare a place for you? And when I go and prepare a place for you, I will come again and will take you to myself, that where I am you may be also. And you know the way where I am going."

In the next verse there comes a shock. It is almost as if George himself were to interrupt, to raise his hand in class, to speak his objection, to put his quest in a question. We read: "Thomas said to him, 'Lord, we do not know where you are going; How can we know the way?'"

Likewise our Thomas, with the given name of George, brooked no easy affirmations. He lived no easy life. He died no easy death. For him the quest is ended.

It is for students like George Thomas that we have established a Merit Scholarship and Honors Program funded by the Pratt bequest. We want to make a special place for them to challenge us to do our best. We want them to stimulate all of our students to inquire and learn. Most of all, we want to provide them with the means of achieving the intellectual leadership to which they are called.

All higher education provides students with information and skills, inculcating values and a style of life, building self-confidence and discipline. But that is not enough. The best education goes beyond this, testing and challenging what is learned so that we can discover what is important and unimportant, what works and does not work, what needs to be retained and what can be discarded. This kind of education prepares young men who will not be creatures of the job market, but creators of the jobs which someone will need to do in our world twenty-five years from now.

Hampden-Sydney College has always aspired to excellence in education. Two hundred years ago that was an education which prepared men for leadership in a country born of revolution. Today it is an education which prepares men for leadership in a world of uncertainty.

An excellent education requires a preservation of our traditions and a sense of roots—to know how we came to be what we are. Hampden-Sydney has always insisted, and will continue to insist, on preserving the past. Hampden-Sydney men have strong roots. They can stand up to the gales of life.

But the best education today must also enable us to transform the past as we create the future. The faculty cannot do that for students. The strength of the faculty is in conserving the past and transforming it for the present. It is the students themselves who must begin to create the future. Our new honors program is a space in the curriculum where the faculty invite the students to begin that job. We challenge them to challenge the uncertainties of our changing world.

Our faculty proposes to do this at two levels. Starting in the Freshman year, merit scholars and other students—"who have given evidence of intellectual curiosity, independence of though, an excitement in learning and appreciation of knowledge which sparks the enthusiasm of their fellow students and challenges the best in their teachers"—will be invited to take a series of special seminars, one for each of their first four semesters, called Introductory Honors. These seminars will be the core around which they organize their education during the first two years. Introductory Honors courses constitute a step toward recovering for our day the function once served by the old core curriculum of Hampden-Sydney College.

At an advanced level, students will have the opportunity to develop Honors Independent Study Sequences in which they build, through designated courses, the requisite background to be able to carry out an independent project on a topic for which we have not received answers—such as the economics of space travel. In addition, they will have an opportunity to develop an Honors Major, which culminates in their becoming fellows of the faculty (Allan Fellows, we propose to call them) in discovering new possibilities for old knowledge through their own independent investigations.

An Honors Council will guide the program to the end that close association among students and with faculty will enable all of us to recognize that the function of intellectual leadership is to bring knowledge to life. We are not interested in developing mere pedants or parrots. Rather we intend to challenge the world with a group of good men and good citizens who may not know all of the answers, but are asking the right questions.

We hear on every side the complaint, "Where have all the leaders gone?" It is time to ask, is anyone educating men for creative leadership? There are schools where conformity is learned. There are colleges where facts are mastered. There are universities where technical expertise is achieved. But who is educating for effective creativity? Anyone can be taught to follow orders and keep the place going. Who is learning what orders ought to be given and where we need to go?

We propose to cultivate creative leadership. The

seed is present in the Honor Code. But honor, if confined to a code, does not flourish. Hence the recent scandals in presidential politics and at the military academics. Men of honor, true men of loyal leadership, are those who early on were trusted by worthy mentors to meet challenging tasks. This is precisely the old glory of Hampden-Sydney. We propose to restore it in a form appropriate to the future glory of Hampden-Sydney.

Antony Jay, in his penetrating book about effective corporate leadership, *Management and Machiavelli*, tells us that education for leadership requires instruction in the necessary disciplines and the requisite background knowledge, but it must also force students "to do original work, have original ideas, devise research projects and plan and coordinate the work of others, take the lead in projects, and in fact start doing as intellectual exercise and training the kind of work they would be called on to do when they left the university and entered the corporation. It would of course be academic, and supervised by academic people. But it would emphasize creativeness and originality and initiative as much as memory and intelligence and examination technique."* He has precisely described the plan and intention of Honors at Hampden-Sydney.

I began by calling up the memory of George Thomas. Wherever his spirit lives on, there are challenging students who ask why and how and when and where. Through our merit scholarship and honors program, we invite them to come to Hampden-Sydney to discover how to become the creative leaders our world will desperately need tomorrow.

Dr. George M. Schurr is Hampden-Sydney's Vice President and Academic Dean.

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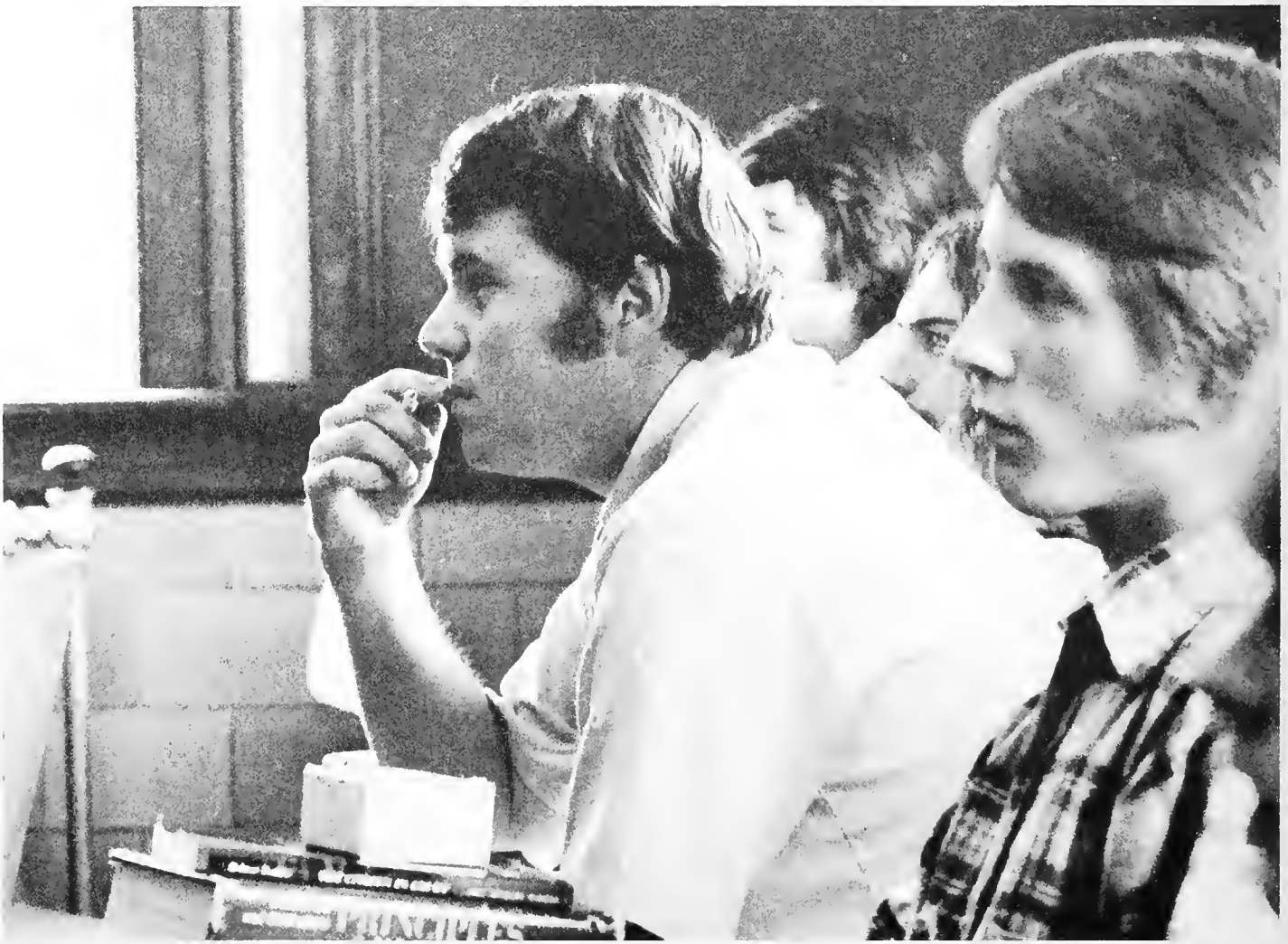
*Antony Jay, *Management and Machiavelli* (Bantam Books, 1969), p. 105.



"He was a student. Only a student"

Cagers Fast Break to Top Under Thompson's Tutelage

by James R. Belcher, Jr.

Just a few short years ago, Hampden-Sydney's basketball program was in shambles. Each passing winter brought a losing basketball team and only a trickle of fans to tiny Gammon Gymnasium. But last year, the Tigers finished with a 16-8 record, despite playing in a facility termed "the worst in the country," and this year's outlook is even more promising. A member of the Old Dominion Athletic Conference, Hampden-Sydney will most probably participate in the conference tournament at Lexington, Virginia, with the winner gaining an automatic berth in the South Atlantic Regional of the Division III N.C.A.A. playoffs.

How did this dramatic about-face occur? What were the reasons for it? The sudden success of the Hampden-Sydney basketball program is the result of many variables—better players, a new winning attitude, a better recruiting system, and hard work—to name just a few. But the recent re-emergence of varsity basketball here stems from the arrival of one Don Thompson on the campus.

An alumnus of the high school coaching ranks, Thompson has been a winner wherever he has coached. Beginning at Alta Vista High School and then journeying to Amherst County High School, Thompson won state championships at both Virginia high schools. Next, he fashioned a powerhouse at Halifax County High School and won everything in sight but the state championship which seemed to be in the permanent possession of a fellow by the name of Moses Malone from Petersburg.

Coach Thompson

But the lure of building a successful program at the college level was too strong, so Thompson left the security of high school coaching to try his luck in the college ranks. His first year (1974-75) at Hampden-Sydney was anything but a smashing success. So used to winning, the mounting losses began to weigh heavily on the mind of the new coach.

"It was terribly hard to take the losses," he commented in a February, 1976 interview with *The Tiger*. "Many nights I went home and felt awfully discouraged. But the players' attitudes changed greatly even in the process of losing. It led me to believe that there were better things ahead."

How prophetic his words were. Although the team lost twice as many games as it won (8-16), there were certain signs of improvement. Many of the losses came by only a few points, resulting perhaps from the Tigers' inexperience at playing under pressure. Gone from the schedule were such northern powerhouses as Baltimore University and the University of Delaware. In their places were teams from the Virginia Collegiate Athletic Association, a league made up of eight Virginia Division III basketball teams which played each other on a home-and-home basis. Perhaps most importantly, a tight-knit nucleus of players was returning with the desire to win after suffering through the depression of losing.

Throughout the losing period, Thompson spent time building two attributes, patience and poise, within himself and his players. "I think they're two really important ingredients in a good basketball player and a good basketball team," commented the 1961 graduate of Lynchburg College. "Some nights you get embarrassed, and some nights you embarrass other people, but if a player has the proper attitude and is patient and poised when he's out on the floor, usually that player has a little air of confidence about him that maybe the next player doesn't have." His emphasis on these two attributes does not end on the basketball court, however. He believes that the people who are successful are those people who can work through their problems—people who can be patient and poised in every

critical situation.

Something else the former high school coach has brought with him to the college level is an emphasis on teaching as well as coaching. He believes that teaching fundamental skills is a major part of coaching and that these skills are the most important ingredients in developing good basketball players. Especially during the pre-season workouts the emphasis is heavy on these basic techniques since team strategy and the manipulation of players depends greatly on them.

players, and general snake-pit atmosphere. But the small building is a handicap in many ways for the College and its basketball program, particularly in the recruiting area; as Thompson emphasizes, "I tell every recruit I talk to that we play in the worst facility in the country. I tell them this, because I don't want them to expect anything different if they've never seen the place. It makes it awfully tough competing with other schools."

But recruiting is not the only department hurt by the lack

could be even better with a more appealing facility." The question of what a new gymnasium could do for the program may go unanswered for some time since there are no immediate plans for the construction of a new gym.

A new building could also have a great effect on crowd support, something lacking over the past few years even during last year's winning season. Thompson and many others feel the crowds would turn out in greater numbers if the spectators had a place of which to be

Jumping-jack Robert Burrell fires from the outside as (left to right) Hill, McNerney, Lee, Tiernan, and Williams fight for position.

The 16-8 record and second place finish in the V.C.A.A. a year ago is quite remarkable in many respects, especially when one considers the facility in which the Tigers are forced to play. Gammon Gymnasium offers the Hampden-Sydney team a tremendous home-court advantage because of its small size (1,000 seating capacity), nearness of the fans to the

of a better facility. The basketball program, intramural program, and student body all would benefit from a nice facility.

How good could the basketball program be with a good facility? "The sky may be the limit," replied Thompson. "I think obviously that if we can have the type of players and program we have here now things

proud.

But the College does have many other advantages to offer students coming here to play basketball. According to Thompson, many prospective students are impressed by the academics, philosophy of education, small-school enrollment and atmosphere, and low pupil-professor ratio. Kirby Wood, one of this year's Tri-Captains and a

Haddonfield, New Jersey, native commented on why he decided to attend Hampden-Sydney. "I liked the school's academic reputation and rural atmosphere and I saw potential in the basketball program."

Another idea Thompson has re-instituted since his arrival has been the J.V. program. He feels having a J.V. team is very important and points to Randolph-Macon College as the prime example of how such a program can succeed. "The J.V. team gives freshmen, who would normally have to wait out a year, a chance to play. They can develop some and have a future on our varsity team."

Coaching the J.V.'s this year will be Howard Myers and Dick Ponti. Myers, the lacrosse coach and assistant football coach, has a basketball background dating back to earlier coaching days. Ponti, the student assistant, was the Tigers' leading scorer and rebounder a year ago. Thompson had nothing but praise for his two assistant coaches. "Between those guys, our J.V.'s are probably going to learn a great deal. We're going to teach some discipline and some good basketball in our J.V. program."

The varsity will be playing this year in a new conference, the Old Dominion Athletic Conference. Making up this six-team league will be Hampden-Sydney, Bridgewater, Eastern Mennonite, Emory and Henry, Lynchburg, and Washington and Lee. Each team will play all of the others on a home-and-home basis with a conference tournament being held in Lexington for the four top finishers. The winner of this single-elimination affair will get an automatic berth in the South Atlantic Region in the Division III N.C.A.A. playoffs. Usually teams from a new conference have to wait two years before becoming eligible for post-season competition, but the N.C.A.A. waived the rule in the case of the O.D.A.C. since all six schools had been members of the now-defunct V.C.A.A.

Tri-Captain Marty McNerney is ecstatic about having a tournament at the end of the regular season, *a la* Atlantic Coast Conference. "This year with a tournament and an N.C.A.A. bid at the end of the year, we'll have some added incentive."

Mike Donovan, a recent alumnus and former basketball standout who now teaches and coaches J.V. football and basketball at Amherst County High School, expressed his thoughts on the new conference. "It's greatly improved the quality of play, since it's much better to be in a league with teams of equal stature."

McNerney and Donovan served as the team's Co-Captains a year ago, and were two of the many players who helped turn the basketball program around at Hampden-Sydney. As Thompson freely admits, the talented players were here before he arrived, but perhaps lacked the incentive to win. His biggest challenge since he's been at the College has been to instill a sense of hard work and winning spirit in his charges. But, as he says, "I don't think the improvement in the team results so much from what I've done as from what the players themselves have done."

Three players who suffered through the bad times together before sharing in the good are Marty McNerney, Ed Tiernan, and Kirby Wood. The threesome began playing together as freshmen four winters ago in the losing years, but have done as much as anyone to bring a spirit of winning to the school. McNerney and Tiernan have now played basketball together for eight years, dating back to their high school days at mighty West Springfield High School. Wood teamed with University of Richmond star Kevin Eastman in the backcourt on their state high school champion team in New Jersey.

The closeness among McNerney, Tiernan, and Wood goes far beyond the basketball court, however. They have lived together off campus for the past two years, and the trio often appears to be inseparable. All three are very optimistic about this year's team and chances; as McNerney asserts, "I think the team's getting better. We have a lot of starters coming back, but we'll definitely miss Dick Ponti."

Ponti is a player who cannot be replaced, as Thompson very well knows. "Dick had been in the program for two years and had been a very influential person both as a player and as an individual."

Ponti's statistics speak for themselves. The center from Solvay, New York, led the team in scoring and rebounding last year with respective averages of 16.1 and 13.8. The latter figure ranked him first in the V.C.A.A. and tenth in Division III. An All-V.C.A.A. selection and the team's Most Valuable Player, Ponti set a single-game scoring record with 45 points, and ranked fourth in Division III with a .627 field goal percentage.

When Thompson talks, Kelsey listens.

Tri-Captains Wood, McNerney, and Hill (left to right) flash free-throw form.

The owner of a unique spinning hook shot, Ponti expressed great disappointment that his playing days are over. "I wish I were still playing. I've played with all of these guys since I've been here, and now they're still playing. It's a strange feeling."

But even without Ponti, the team is loaded. Not one, but two quality players man each position for the Tigers. Depth is an essential for a Thompson-coached team since he likes to combine a running offense with a pressure defense. "I believe we've got to be two deep at every position to be an outstanding basketball team," Thompson explained, unable to prevent a smile from breaking through his usually somber mien. "And this year is the first time we're going to be two deep at every position."

Leading the list of returnees is Tiernan, who will start at one of the two post positions Thompson utilizes. A Second Team All-V.C.A.A. pick last year, Tiernan was the sixth leading scorer in the conference with 15.8 points per game and ranked third in the league by pulling down 10.6 rebounds every game. But if his early showing this year is any indication of things to come, the 6-5, 200 pounder could greatly improve on those marks. "Ed's come back this year with the attitude that he's going to play even better than a year ago," said an obviously pleased Thompson.

Teaming with Tiernan at the high-low post will be L. F. Elliott, the first sub on the front line a year ago. The bulky 6-6 center played for Thompson at Halifax County High School and was extremely impressive at times last year.

Pushing both, however, is freshman Evan Williams. Able to play both inside and outside, he plays much bigger than his 6-4 size. His constant movement, New York Knick style, is what is most impressing the coaches and players thus far. "He probably moves as well without the ball as any player we've had here," Thompson commented. Sophomore John Lee adds extra depth to the front line.

At the wing forward are two juniors, Robert Burrell and Phil Kelsey. Burrell, the best leaper on the squad in 1975-76, gained a lot of experience, having started all last year. Kelsey, a junior college transfer, will give this position a dimension it has never had before. "He's doing as much to improve our program as any boy we've had," said Thompson. "He can shoot as well as rebound, and he's very dedicated."

The wing guard is another position which should be much stronger than a year ago. Defensive ace Wood returns there after

averaging 6.7 ppg. while throwing in a last-second jumper to defeat arch-rival Randolph-Macon in overtime; according to Thompson he "is playing better than he's ever played."

Complementing Wood is 6-3 sophomore Tommy Jackson, the team's best pure shooter. Forced to play out of position at forward last year, he should be able to use his experience and height at guard to cause nightmares for opposing guards. His 7.7 ppg. was the fourth best on the team last year.

Perhaps the team's strongest position this year will be the point guard handled by Tri-Captains McNerney and Broderick "Mr. Thrill" Hill who are virtual opposites on the court. McNerney, an Honorable Mention All-V.C.A.A. last year, averaged 11.8 ppg. and led the team in assists, with 119(5.0 pg.), and steals, with 32. He controls the tempo of the game for the Tigers while providing steady defense, and as Thompson says, "No one outworks Marty McNerney."

Another hard worker, Hill is probably the quickest player in the conference. Bounding off the bench to throw in 25-footers and fire things up, "Mr. Thrill" is a sixth man cut from the same cloth as John Havlicek. Also seeing action at guard will be sophomore David Corrigan.

On offense, the Tigers like to run the ball up the floor quickly to take advantage of their depth and create a scoring situation before the defense can set up. But, much like the Boston Celtics, the H-S team will have its troubles when it has to resort to a pattern-type offense. On defense, the squad can be expected to play a sagging man-to-man that cuts off the inside passing lanes and forces the opposition to take low percentage shots from the perimeter. On certain nights, however, the Tigers may play a zone defense.

The schedule presents the Tigers with a few problems as they will face three Division I teams. The best will probably be V.M.I., a veteran team which won the Southern Conference and advanced to the finals of the Eastern Regional. William and Mary and Madison are the other two Division I teams on the schedule and both promise to give the Tigers all they can handle. Other highlights should include the traditional games with Randolph-Macon as well as the conference battles.

This year, the Tigers have outlined both short and long-range goals. The short-range goals include developing into the best possible basketball team and preparing for the first game of the season. The four long-range goals are getting into and winning the conference tournament, winning the Regional playoffs, and advancing to the National Division III finals. Advancing to the National Finals? Just a few years ago, that was only a dream. But with all of the improvements in the Hampden-Sydney basketball program, that dream may now become a reality.

James R. Belcher, Jr., '77, is editor-in-chief of The Tiger.

BASKETBALL SCHEDULE

Nov. 26-27	Tip Off Tourney	Lexington, Va.
Dec. 1	William & Mary	Away
Dec. 8	Washington & Lee*	Away
Dec. 10	Liberty Baptist	Home
Jan. 11	Bridgewater*	Away
Jan. 13	Liberty Baptist	Away
Jan. 15	Lynchburg*	Home
Jan. 18	Shenandoah	Home
Jan. 19	Virginia Wesleyan	Away
Jan. 22	N. C. Wesleyan	Away
Jan. 25	Washington & Lee*	Home
Jan. 27	Randolph-Macon	Away
Jan. 29	Emory & Henry*	Away
Feb. 1	Bridgewater*	Home
Feb. 2	V.M.I.	Away
Feb. 5	Eastern Mennonite*	Home
Feb. 9	Madison	Away
Feb. 10	Eastern Mennonite*	Away
Feb. 12	N. C. Wesleyan	Home
Feb. 15	Lynchburg*	Away
Feb. 17	Randolph-Macon	Home
Feb. 19	Emory & Henry*	Home
Feb. 25-26	Conference Tournament	Lexington, Va.

Varsity Home Games — 8:00 P.M.

*Conference Games

WRESTLING SCHEDULE

Jan. 22	Eastern Mennonite	Away
Jan. 26	Washington & Lee	Home
Jan. 29	State Tourney	Away
Feb. 4	Davidson	Away
Feb. 5	Catawba	Away
Feb. 8	Liberty Baptist	Away
Feb. 10	Lynchburg	Away
Feb. 12	Newport News A. S.	Home
Feb. 16	Virginia State	Home
Feb. 26	Conference Tourney	Away

Two for the Road

All roads don't lead to Hampden-Sydney. As a matter of fact, the one road that does lead to Hampden-Sydney, College Road or Route 692, is quite difficult to find—which explains the constant cry on the part of College officials for the Commonwealth to erect more road signs. Early this fall the Commonwealth came through. Highway signs began popping up all over the place, especially on or around the newly completed Route 460 by-pass of Farmville. The Highway Department folks even saw to placing a sign right where it needed to be—at the head of College Road. The strategic erection of the sign so boldly pointing the way toward the campus in big white letters on a green background brought a gleam to the eye of Director of Admissions John H. Waters, III, other College officials, and some as yet unknown mischievous students who promptly "borrowed" it. The whole matter of keeping a road sign in such a vital location has been emphasized by student leaders as well as College administrators who realize the importance of providing clear directions to visitors and potential students. It has also inspired Dr. Richard C. McClintock, a young assistant professor of classics, to poesy, and Dr. William W. Porterfield, a professor of chemistry, to paint a road sign for the College as good as any ever churned out by the Commonwealth.

ODE,
on hearing a report of the loss of
THREE STRANGERS
in the bowels of Prince Edward County.
October 1976

In tears I walked through darkest night
And asked which stars were crossed
That sent three strangers far astray
And gave them up for lost.

The stars replied, "It was not we;"
The Moon no more confessed;
And all the earth lay mute as stone,
No matter how I pressed.

But then the Sun, all-seeing orb,
Rose splendrous in my sight.
"At last!" I cried, "a witness sure
Who can on this shed light."

And so I plied my quest to him
And he with grace replied,
Descending slowly with a smile
And sitting by my side.

"You seek," he said, "some noble youths
Who launched a grand campaign
To prove their valor, test their gall,
And strive with might and main.

They rose betimes, and just as I
Came over the horizon,
Their BMW's approached
The prize they had their eyes on."

"But what is this, dear friendly Sun,
To me?" I Cried with pique.
"Just what are noble youths to me?
'Tis Villains that I seek."

"For shame, my child!" His stern reply
Sent daggers to my quick,
And all my being reeled and shook
As from a good swift kick.

"A better question, child, is this:
What matter strangers lost?
Lost friends and face are dearer still
Since gained at greater cost.

So calm your rancor, judge them not,
But give them hearty thanks;
For what would mankind be but dull
Without healthy student pranks?"
With deep humility I bowed
And hung my head in shame,
At having been, self-righteously,
Detracting from their fame.
The sun with magnanimity
My ignorance forgave,
And showed forth all the brilliant scene
With panoramic wave.

"Behold the gallant champions!
How pride lights up their eyes,
As brightly as the sun cavorts
Upon their emerald prize!

With satisfaction deep and true
They finger what they've won,
And buff it with their Izod shirts
That it may catch the sun.

'What frolic!' to a man they cry;
'What men we've proved to be!
No doubt we are the rightest-on
In our fraternity.'

And so with glee and pride alike
They pick their booty up
To take it home and deeply drink
Of glory's brimming cup.

Their jovial comrades crowd around
And clap their backs, well done!
Exultant triumph precludes shame
And Honor crowns their fun.

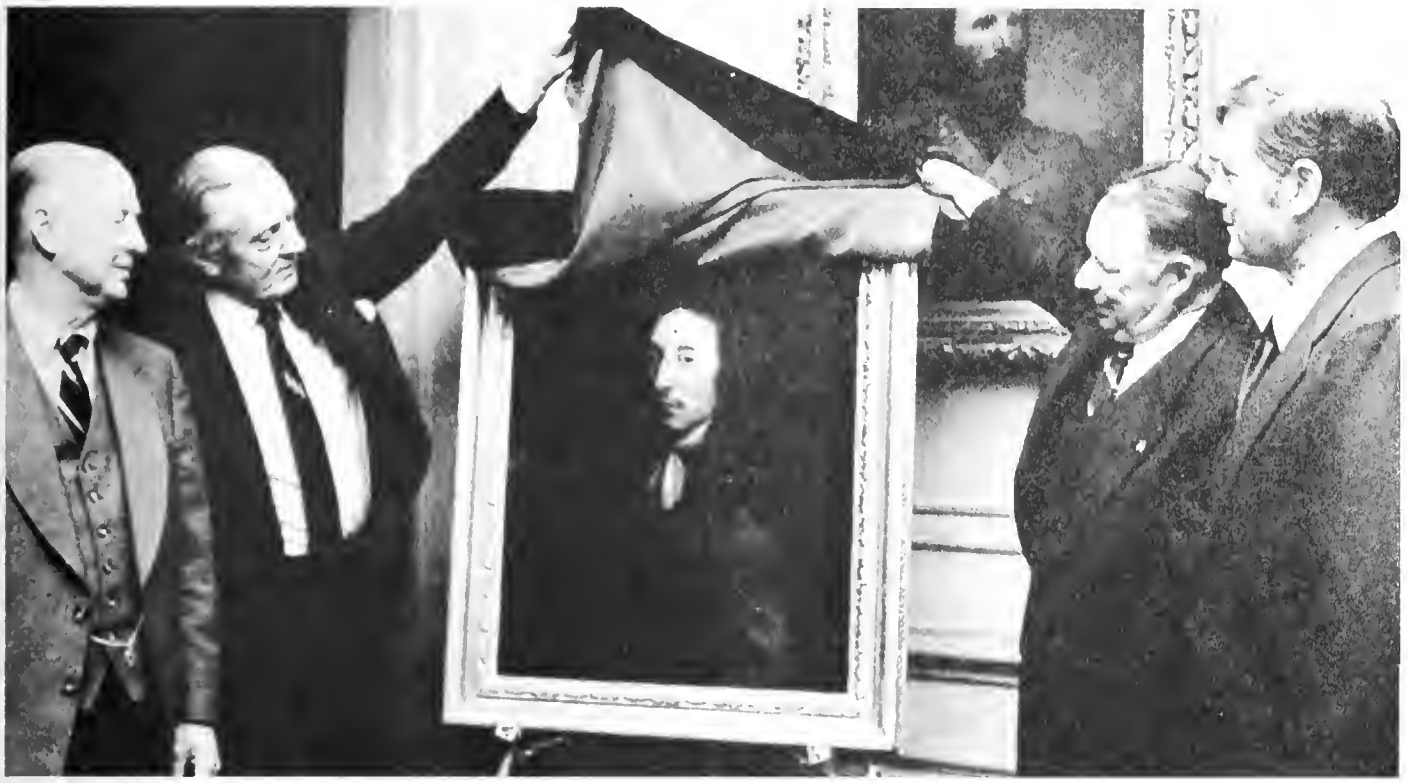
You ask and may well pant to know
What deed these heroes wrought,
What Grail entranced their every move,
What treasure trove they sought?

What deed of Honor did they dare,
What service to mankind?
The answer's neat: the heroes took
The Hampden-Sydney sign!

Such triumph! Such bravado! Child,
Assess the cost anew:
A hundred lives in darkness lost
For this would be too few!"

What more was there to say? I sighed
In awe and wonderment
And thanked my lucky stars that I
Went here, where such men went.

Viscount Presents Sidney Portrait



William Philip Sidney, the Viscount De L'Isle, (second from left) helps unveil the Sidney portrait while (left to right) trustee Lewis G. Chewning, Board Chairman S. Douglas Fleet, and Dr. W. Taylor Reveley look on.

William Philip Sidney, Viscount De L'Isle of Penshurst Place in Kent England, presented the College with a portrait of his ancestor, Algernon Sidney, on November 18th at the Commonwealth Club in Richmond, Virginia. The Viscount's presentation culminated a year of searching and negotiation on the part of College officials for a portrait of the 17th century English patriot from whom the College takes half of its name. The entire process began when an anonymous visitor, noticing a portrait of John Hampden, asked where Sidney's portrait hung. When told that the College did not own a portrait of Sidney the visitor indicated that he would underwrite any costs involved in obtaining one.

The search for a portrait of Sidney led to his descendent the Viscount who, rather than selling the portrait of his famed ancestor, chose to give a copy of the original portrait to the College. The portrait is the one known copy of the original which hangs in the Sidney ancestral home of Penshurst.

According to College officials the Sidney portrait will be hung adjacent to the portrait of John Hampden. The portrait of Hampden was presented to the College in 1957 by a Maryland statistician who had acquired the century old painting from the estate of the artist George Washington Conarroe.

Viscount De L'Isle, who returned to Hampden-Sydney following the presentation, spent the night at Middlecourt and breadfasted the following morning in Hampden-Sydney's own Penshurst, home of Dr. and Mrs. Graves H. Thompson.

Why does the College spell Sydney with a *y* when the family of the College's namesake spells the name Sidney? It seems that just as Shakespeare spelled his name some fourteen or fifteen different ways, so Algernon Sidney spelled his at least two ways. Spelling names in a number of different forms was a common and rather accepted practice during the 17th century. The College at one time spelled its name with an *i* only to change the spelling in the 1930's upon discovery that 18th century English historians had spelled Sidney's name with a *y*.

1927

A Tale of Two . . . College Towns

Dr. Ronald L. Heinemann was only one of three Hampden-Sydney professors who spent the most recent academic year on another college campus. Also awarded grants by the National Endowment for the Humanities were Associate Professor of English, Dr. A. E. Elmore and Assistant Professor of Classics, Dr. C. Wayne Tucker. Dr. Elmore spent the year at the University of Chicago and Dr. Tucker at the University of North Carolina.

by F. Lee Brown, Jr.

When one goes to a football game in Ann Arbor, Michigan, he does not sit on a blanket on a green hillside; though with thousands of other spectators around him, the autumn view may be just as colorful as the Death Valley scenery.

Last fall, Dr. Ronald L. Heinemann, associate professor of history at Hampden-Sydney, and his family—wife Sandra and children Erica and David—could often be found in the enormous University of Michigan stadium instead of on the Hill at Death Valley. Dr. Heinemann was spending the 1975-76 academic year as one of twelve fellows studying American history at the University of Michigan through a fellowship program sponsored by the National Endowment for the Humanities, and perhaps just as importantly, he *and* his family were exploring a new and different community environment.

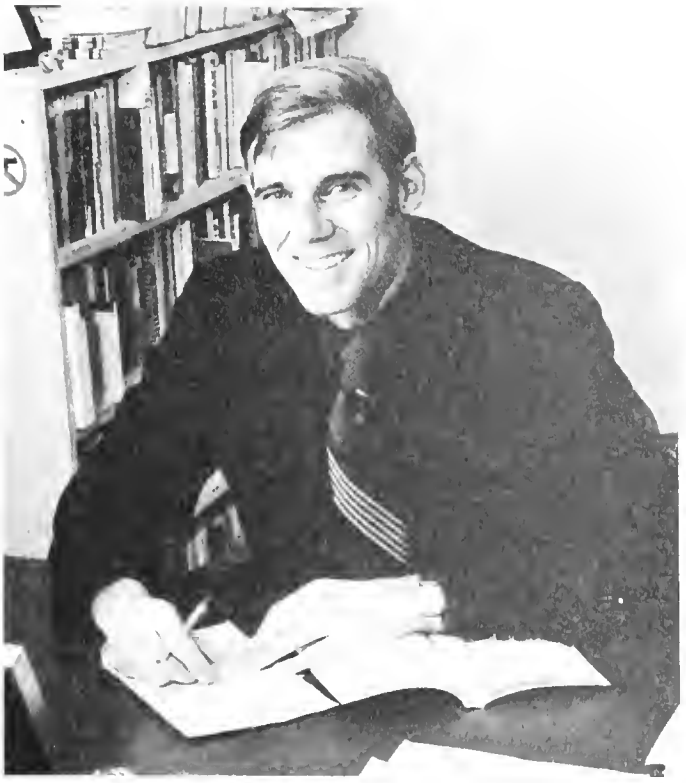
"Ann Arbor is a very unusual community," Dr. Heinemann reported. This Michigan city, about forty miles from Detroit, is the home of one of the country's major universities, and yet it has managed to avoid the urban problems usually associated with large concentrations of people. The town has a population of approximately one hundred thousand, 35,000 of whom are University of Michigan students.

Sandra Heinemann, who also serves Hampden-Sydney as a catalogue librarian, commented that Ann Arbor was "very cosmopolitan." She and her husband were obviously much impressed with the activities of a large college town. "Any talent or interest you could possibly have could be developed in Ann Arbor," she declared. Dr. Heinemann explained:

"Ann Arbor has a great deal to offer families in the way of cultural opportunities and intellectual challenges. The town runs a very fine recreational and cultural program which complements the university's programs quite well."

The Heinemanns told of how the town's symphony orchestra gave free concerts to which the entire family could go together. The university nightly sponsored movies, lectures, and concerts, and there were recreational programs sponsored by both town and school. The children learned to ice skate and young David also learned to swim (something he could not do at Hampden-Sydney where there is no swimming pool).

Moving to Ann Arbor for a year required something of an adjustment for the Heinemanns. They moved from a home on the campus here to an



apartment in wintry Michigan. "We tried to make ourselves as free as possible," Mrs. Heinemann said of their decision to take an apartment, "so that we could do what we wanted to do. We wanted to get out and take advantage of the cultural activities and not feel tied down to a house." It was well that she did not have to concentrate on being a housekeeper in a new home—she was kept busy enough earning her master's degree in library science at the university. Although the Heinemanns were glad that there was no "cutting grass or shoveling snow," they did confess to growing "very weary" of apartment living by the end of the year. "It was sort of like going back ten years in time to when Ron was in graduate school," Mrs. Heinemann remarked.

Erica and David seemed to have thoroughly enjoyed their sojourn in the city. Erica, a second-grader, and David, in kindergarten, attended an elementary school with 750 students. Here, they go to a school with an enrollment of just 200. They liked their new school, especially riding the bus each morning and afternoon.

"One of the main advantages for the children," Mrs. Heinemann said, "was that they had an opportunity to communicate and be with children from other cultures."

However, in many ways the Heinemanns began to appreciate home—"the little things, the Southern hospitality." Dr. Heinemann put it this way: "The major difference is the impersonality of Ann Arbor as opposed to Hampden-Sydney. This is a real community."

"That's right," his wife agreed. "It's wonderful to go into Farmville to the drug store and have the druggist know you by name. In Ann Arbor it was difficult getting a check cashed, even in your own bank."

This impersonality was evident not only in the town but also in the university. Said Dr. Heinemann, "The size creates an impersonality that is difficult to overcome—there are just too many people. You don't have the close personal relationships between students and faculty members, and I don't believe between individual students, that you have on this campus."

The professors at the University of Michigan, he and his wife agreed, were often inaccessible to the students. Dr. Heinemann found in the students "an objection to the impersonal nature of education there, and the inability to get in touch with professors, and get desired courses. Indeed, Mrs. Heinemann waited in line on her first day from 7:45 a.m. until 3:00 p.m. just to register for classes.

Dr. Heinemann had the opportunity to observe the university as both a student and as someone with several years of teaching experience.

"There was very little structure to it," he said of his study. "The formal part of the program was a seminar in recent historical literature requiring us to read three or four books a week and then meet once a week in a seminar directed by two historians at the University of Michigan. The remaining part of the program was left up to the individual fellows and I

devoted my time to an investigation of the national character through a combination of readings and class audits."

The Tiger has reported on the findings of Dr. Heinemann's study as well as on the endeavors of two other Hampden-Sydney professors who were engaged in similar fellowships.

Although Dr. Heinemann was most enthusiastic about his year in Michigan, he was critical of some facets of the university.

"To be honest, in some of the classes that I sat in on, I was disappointed in the quality of teaching. I am convinced that the quality of instruction here is as good—if not better."

He attributed these deficiencies in part to the large size and the impersonality of the campus, and also to the emphasis on research and publication in large universities.

"If you slight teaching to enhance research, the students will suffer."

Dr. Heinemann declared that the facilities of a large university—the library, the research equipment—were certainly advantageous to the graduate student, but "I think," he said, "that in terms of effective teaching, a small school can do as effective a job as the large."

'What do you go to college for?" queried Dr. Heinemann. "If you go for a real education, to gain knowledge about one's potential, about what one's interests may be, to maximize personal and intellectual development, I think you can probably accomplish that as easily at a small school and have a much stronger sense of camaraderie with your peers and a stronger relationship with your professors than you would at a larger institution."

"I think the essence of teaching is developing that kind of relationship with students through which one can best communicate his ideas and his feelings. In a large university environment, it's much more difficult to establish such a relationship.

"I have a distinct preference for teaching at Hampden-Sydney as opposed to a large university like the University of Michigan."

If Dr. Heinemann prefers teaching at Hampden-Sydney, why did he take this year away? "The primary motive was the realization that a year away would be good for me professionally and personally," he said. After teaching for seven years, he believed that it was time to spend a year away from the routine of teaching and committee work and the close confines of a small community.

"A sabbatical program is certainly advantageous professionally, but it is also advantageous from a personal standpoint in terms of getting away and seeing how other people live, how other communities function, how other colleges operate, and then returning with a fresher outlook on life and a fresher outlook on one's own professional work."

"I have been very pleased with the way in which the knowledge I gained in the year away has already found its way into my courses. It's an experience I would highly recommend for any of my colleagues."

F. Lee Brown, Jr., '76, is Director of the College's Computing Center, former Tiger *editor, and a frequent contributor to* The Record.

Class Notes

1925

Dr. WILLIAM C. BARGER delivered an illustrated paper at the Pan American Medical Association's 50th Anniversary International Congress held at Hollywood, Florida, October, 1976. Dr. Barger's paper was entitled "Clues to Dynamic Observation in Children's Clay Modeling During a Psychiatric Examination."

1933

JOHN J. LAWSON of South Boston has been appointed chairman of the tobacco division for the 1976 Halifax United Way fall drive. While at Hampden-Sydney he was president of his class and also lettered in football and track.

1936

The Class of 1936 held its 40th reunion at the College on October 30, 1976—Homecoming weekend. Attending were: WM. VAN METER ALFORD, DAY CARPER, WM. BIRCH DOUGLASS, JR., J. TUCKER DOYNE, JOHN H. EAST, JOHN W. EURE, ALVIN A. FAHRNER, B. NOEL FALLWELL, WILLIAM S. FORMWALT, E. CLAYBROOK GRIFFITH, JAMES H. HANCOCK, JR., WILLIAM R. HILL, JR., DANIEL E. JENKINS, JOHN E. KENYON, D. CARLETON MAYES, WILLIAM T. MCCHESNEY, JOHN B. MERRILL, FRANK M. MORTON, JR., WILLIAM P. PRICE, WILLIAM H. RAMKEY, JR., O. LEWIS ROACH, WILLIAM J. RUE, C. DANIEL SHELBURNE, O. B. WATSON, JR., and HAROLD WHITE.

1939

HOWELL A. WILSON, of Lake City, S.C., has been named to the Board of Trustees of McLeod Memorial Hospital in Florence, S.C. Wilson has also served as vice chairman of the Board of Trustees of Coker College, president of the Lake City Rotary Club and chairman of the Lake City Chamber of Commerce.

1940

Dr. WILLIAM G. WALKER was installed on October 11, 1976 as a member of the Board of Directors of Louisville Presbyterian Theological Seminary, Louisville, Kentucky. Walker is currently a member of the Permanent Judicial Commission of the Synod of the Covenant and a Reader of Ordination Examinations for Presbyterian ministerial candidates.

The Reverend Dr. J. DAVISON PHILIPS, noted educator and president of Columbia Theological Seminary in Decatur, Georgia, preached August 29, 1976 at the Sunday morning worship service at Shandon Presbyterian Church in Columbia, S.C. He also recognized and commissioned two members of the Shandon Church who entered Columbia Theological this fall.

1942

GORDON C. WILLIS of Roanoke has been elected chairman of the Virginia State Board of Community Colleges. Willis has been a member of the Board since its beginning in 1966, having also served on its forerunner, the State Board of Technical Education.

1943

Dr. THOMAS NELSON PAGE JOHNS has been made an Honorary Fellow of the Royal College of Physicians and Surgeons of Glasgow, Scotland. The College was founded in 1599 and has included in its ranks such personalities as David Livingston, Alfred Blalock, and Frances Moore. This honor has been bestowed on Dr. Johns "for the work and effort he has given to the training of young Glasgow doctors and surgeons and for his continuing interest in the Glasgow School."

1944

Dr. JOHN A. OWEN, JR., professor of medicine at the University of Virginia School of Medicine, is one of four physicians appointed by Governor Mills E. Godwin, Jr. to the Virginia Voluntary Formulatory Board. The new state board charged with facilitating the sale to the public of lower-priced, equally effective drugs, was created this year by legislation of the Virginia General Assembly.

1945

Dr. FRANK M. RYBURN, JR. represented Hampden-Sydney at the inauguration of Dr. Maurice Cecil Mackey, Jr. at Texas Tech University and Texas Tech University School of Medicine on Tuesday, October 26, 1976.

1948

Dr. SHELTON H. SHORT, III recently presented a series of four lectures on Life, History, Government, and Culture in the Caribbean and the West Indies to the students of Saint Paul's College, Lawrenceville, Virginia. His last lecture included an exhibit of West Indian artifacts given by Dr. Short. Dr. Short hopes that Saint Paul's College will become a center for West Indian research in this part of the United States. A wide variety of hundreds of books have been handpicked by the donor on topics such as: agriculture, aquatic life, ballet, creole recipes, economics, flora, folklore, history, language, pirates, poetry, political science, religion, and voodoo.

1950

Dr. CLAUDIUS H. PRITCHARD, JR. has been appointed vice president for finance and development at Maryville College in St. Louis, Missouri.

Dr. LETCHER B. BARNES represented Hampden-Sydney at the inauguration of William E. Tucker as president of Bethany College on October 9, 1976.

1951

The Class of 1951 held its 25th reunion at the College on October 30, 1976—Homecoming weekend.

Attending were: ALFRED A. ADKINS, III, LAWRENCE T. BERRY, JR., RAYMOND B. BOTTOM, JR., GARDINER T. BROOKS, JR., ROBERT LEE ENNIS, ROBERT A. FRANCIS, A. CONRAD FREY, FRANK H. FULLER, JR., W. MARSHALL GEOGHEGAN, JR., WILLOUGHBY S. HUNDLEY, JR., W. THOMAS JOYNER, A. S. KEMPER, III, GILBERT R. LARUS, JR., A. HEATH LIGHT, DAVID S. MCCLUNG, II, WILLIAM A. MOORE, V. ATWELL MOTLEY, JR., RICHARD E. NOLAN, ROBERT H. RAMEY, JR., C. EDWARD RICHARDSON, III, EUGENE T. RILEE, JR., JOHN A. ROBERTSON, and DAVID L. WATSON.

1952

ROBERT S. MATHEWS has completed a 2½ year tour as Commanding Officer of a Naval Reserve Intelligence unit and was promoted to the rank of captain earlier in 1976. He is serving as a director of Cypress Creek Emergency Medical Services Association, a community organization that provides the only available emergency ambulance service for the populous suburban areas of north Harris County in Texas. Currently, he is in charge of developing a standards program for the Information Systems Department at Shell Oil Company.

JOHN P. MARAGON of Virginia Beach, Virginia, has been presented a 20-year service award from Texaco, Inc. Mr. Maragon began his 20-year career with Texaco in 1956 as general salesman in the marketing department and subsequently held positions of merchandising salesman, and supervisor-distribution development. He was assigned to his present position of regional real estate agent in 1970.

F. NASH BONEY is currently a professor of history at the University of Georgia. Among his most recent articles are: "The Military Tradition in the South" and "The American South."

1954

BYRON C. GAYLE, JR. has been named clerk of Stafford County General District Court.

1961

THOMAS L. JENKS has been promoted to operations manager at the corporate level for Hedstrom. He will be responsible for coordinating production requirements and materials at the four Hedstrom locations.

1963

WILLIAM W. TENNENT, III a native of Richmond has joined Southern Bank and Trust Co. as a vice president in the commercial banking division.

E. ASHBY JONES has been named president of Coast Carloading Co., a principal subsidiary of WTC, Inc. Jones joined WTC in early 1975 as director of corporate development and planning and, prior to that, had served since 1966 in various marketing and management for DuPont in Wilmington, Delaware. He currently is a candidate for a doctorate in business administration at Golden Gate University in San Francisco.

JOSH C. COX, JR. has been elected executive vice president of C & I Bank, in Memphis, Tennessee. Cox was a member of Lambda Chi Alpha Fraternity and participated in varsity athletics at Hampden-Sydney.

DOUGLAS R. ALLEN a year ago started his own company, Allen Associates, Inc., in Denver, Colorado. The company is involved in real estate sales and management.

1965

CHARLES E. HALL, III has been elected a vice president of United Virginia Bank. He joined the company in 1974 as an assistant vice president in the metropolitan-commercial division. Hall also serves as the assistant treasurer of the Virginia division of the American Cancer Society.

1966

B. LOUIS BRIEL, JR. is currently living in Richmond and painting portraits.

WILLIAM F. SHUMADINE, JR., a Norfolk native, has been elected senior vice president by the board of directors of the Central National Bank of Richmond. Shumadine, responsible for the bank's funds management, has been with Central National since 1966.

1968

PAUL S. TRIBLE, JR. has become the first Republican chosen to be the 1st Congressional District of Virginia's representative in Washington during this century. According to a recent article in the Richmond *Times-Dispatch*, "He's a Republican to watch and may be hard to catch in the future."

JEFFRESS S. DORTCH, III has been chosen by First & Merchants Bank as an assistant vice president.

1970

PHILIP CARTER SPENCER has been named assistant to the president of Richard Bland College in Petersburg, Virginia.

A. DALE CANNADY has been named an assistant vice president for United Virginia Bankshares.

Dr. DAVID P. PAUL, III has opened an office for the practice of general dentistry in the Medical Tower located in Norfolk, Virginia.

FREDERICK LEE HOFFMAN and his wife Nancy are teaching at Colegio Bolivar in Cali, Colombia. Hoffman taught at the American Community School in Beirut, Lebanon from September, 1974 until November, 1975.

1971

JULIAN D. HARDY, JR. has been promoted to loan administration officer for Fidelity American Bankshares, Inc.

WILLIAM B. WILTSHIRE, a Richmond native, has been named assistant vice president and assistant supervisor of agencies at Home Beneficial Life Insurance Co.

J. CHRISTOPHER ROBERTS received the Master of Divinity degree from the Protestant Episcopal Theological Seminary of Virginia in May of 1976, where he graduated *cum laude*. He has been assigned by the Diocese of Southern Virginia as the Vicar of Emmanuel Episcopal Church, at Jenkins Bridge, Virginia.

L. RICHMOND MARTIN, III has accepted a position as assistant city editor with the Times-World Corp. in Roanoke, Virginia.

1973

JOHN B. CHAPPELL graduated from the University of Virginia Law School in May, 1976. He is now associated with Herbert T. Williams, III in the practice of law at Dinwiddie, Virginia.

1974

MARION P. BRAWLEY graduated last May from the American Graduate School of International Management in Phoenix, Arizona. He is now working for General Medical. After a three-month training period in Tidewater he will be transferred to one of General Medical's regional offices across the country.

ROBERT J. (JACK) ALWOOD is now working with the Palestine Chapel congregation and with the

youth at the First Presbyterian Church in Covington, Virginia.

1975

RICK JEFFREY is teaching English and coaching varsity basketball at Amelia Academy.

THAD SHELLY has been named athletic director of Amelia Academy in Amelia, Virginia.

VINSTON GOLDMAN has been awarded a fellowship by the American Psychology Association's Minority Fellowship Program. Vinston is currently enrolled at the University of North Carolina.

1976

THOMAS H. BERKELEY, of Richmond, Virginia, has joined the staff of the Southeast Nebraska Community Action Council (SENCA), as a Action Cooperative Volunteer (ACV). He will be assisting in SENCA'S winterization program which helps low-income persons in southeastern Nebraska conserve costly energy and money.

MARRIAGES

1976

The marriage of Shelley Wellons Moore and CHARLES L. CAPITO took place on November 20, 1976 at St. Mark's United Methodist Church in Charleston, West Virginia. ERIC D. SCHWARZ served as a groomsman.

Suzanne Watson and JOHN RICHARD HUBBARD were married on August 15, 1976 in the Farmville United Methodist Church, Farmville, Virginia.

1975

The marriage of Pamela T. Shell of Petersburg, Virginia to CHARLES T. BASKERVILLE took place on July 17, 1976. They are both in their second year at the T. C. Williams School of Law.

BIRTHS

1970

Dr. and Mrs. RONALD W. TONEY announce the birth of their first child, Justin Allen, born October 8, 1976.

1963

Mr. and Mrs. DOUGLAS R. ALLEN announce the birth of a daughter, Kristin Wine Allen, born on August 21, 1976.

NECROLOGY

LUCIAN WALTER FOX, 1943
April 1, 1975

WILLIAM ROGERS VAUGHAN, JR., 1940
August 28, 1976

He was a native of South Boston, and former vice president for processing at the Export Leaf Tobacco Co. in Richmond, Virginia. He is survived by his wife, one son and two daughters.

DAVID DENTON HULL, 1930
June 11, 1976

He was a veteran of World War II and had been a businessman in Marion, Virginia for a number of years. He is survived by his wife, two daughters and one son.

JULIAN T. OWEN, 1928
August 12, 1976

His retirement came in 1971 from the Gerrardstown, West Virginia church following other pastorates in South Carolina, Maryland, Virginia and West Virginia.

RICHARD P. MCGEHEE, 1900
October 24, 1976

He was a retired teacher and farmer of Abilene, Va. Mr. McGehee was 102 years of age. He is survived by three nephews and three nieces.

WILLIAM ALEXANDER SAUNDERS, III, 1923
August 28, 1976

He was a native of King and Queen County. Cmdr. Saunders became commodore of the Virginia Naval Militia in 1962 and served as service naval aid to the last six Virginia governors.

GRAHAM GILMER, 1909
September 18, 1976

During his life he was pastor at Rural Retreat, Virginia, Tinkling Spring and Fishersville near Waynesboro, Virginia, and for thirty years at the Rivermont Presbyterian Church in Lynchburg. He retired in 1953 but continued his preaching mission, serving as pastor of Amherst and Coolwell churches until 1966. He is survived by two sons, four daughters, seventeen grandchildren, and four great-grandchildren.

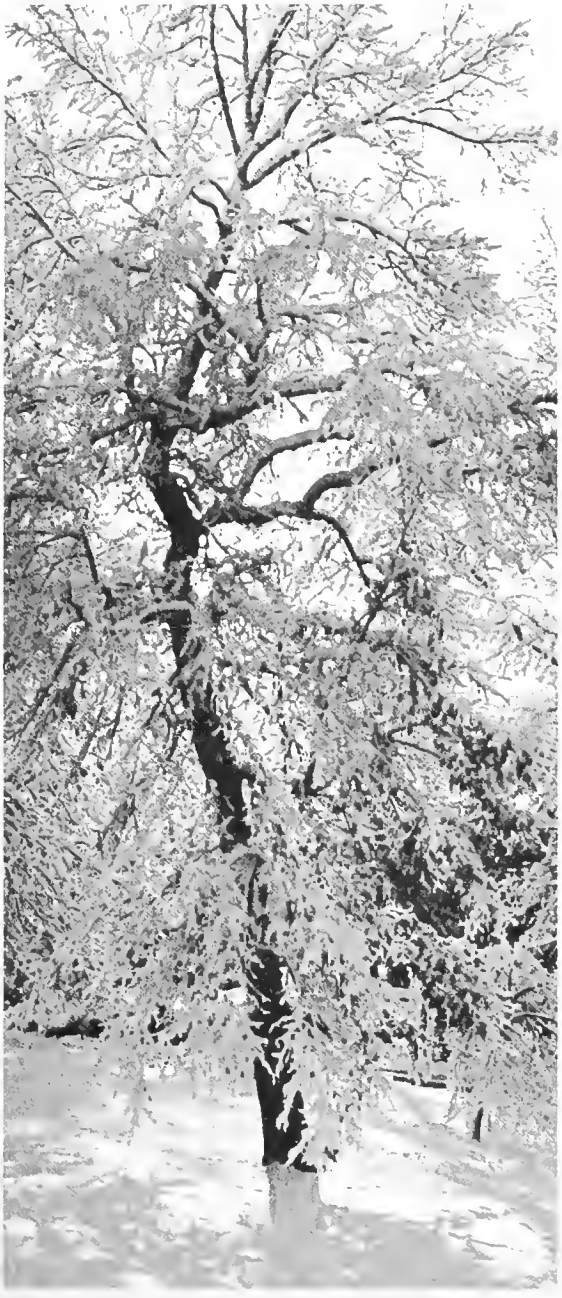
CHARLES ROBERT IRVING, 1908
November 12, 1976

He was a retired captain of the Army Medical Corps. He is survived by his wife and a niece.

GOODRIDGE A. WILSON, JR., 1906
May, 1976

WILLIAM CRAWFORD WAUCHOPE, 1900
July 27, 1975

Parting Shots



Old Man Winter blew out of the Northwest in early December and dropped the season's first snow on Hampden-Sydney. Above is the fence that runs along College Road. At the right, tricked out in its best winter finery, is one of the dozens of oaks that dot the campus.

THE *Record*

HAMPDEN-SYDNEY COLLEGE
HAMPDEN-SYDNEY, VIRGINIA 23943

December, 1976

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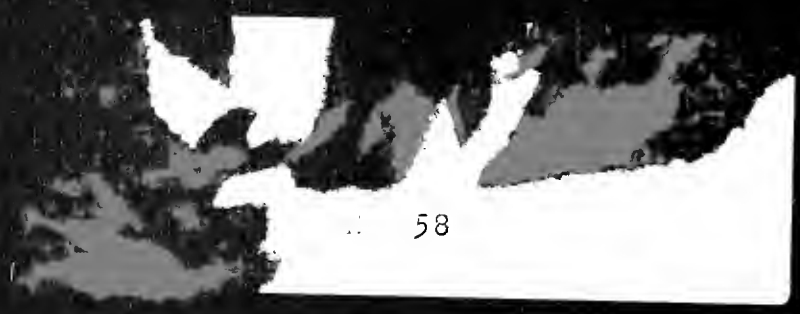
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